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ABSTRACT

This document is the staff development manual that was developed to train worker education facilitators involved in the Chicago Teachers' Center of Northeastern Illinois University and Amalgamated Clothing and Textile Workers Union Worker Education Program (WEP). The document begins with an overview of the WEP, which uses workers' life and workplace experiences as starting points to help limited English-proficient workers develop job-specific workplace English-as-a-second language (ESL) and mathematics skills and help all workers develop the communication, problem-solving, critical thinking, teamwork, and basic skills required to keep pace with changing workplace requirements, technology, products, and processes. Discussed in the manual's remaining sections are the following topics: building support and structure for the training program; conducting task analysis and assessing company and union needs; identifying and assessing students; developing curriculum; implementing classes and workshops; providing staff development; and conducting ongoing program evaluation. Appendixes constituting approximately 80% of the document contain the following: training needs/company commitment survey; literacy task analysis; materials for ESL curriculum development; curriculum goals; basic skills tests; miscellaneous blank and sample completed forms used in curriculum development; worker and union program evaluation forms; general work-based assessment and instructions for administering it; and learner enrollment form. (MN)

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Guide to Effective Program Practices

Worker Education Program Staff Development Manual

Chicago Teachers' Center of Northeastern Illinois University & the Amalgamated Clothing and Textile Workers Union

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INTRODUCTION

Welcome to the Worker Education Program of the Chicago Teachers' Center (CTC) of Northeastern Illinois University and the Amalgamated Clothing and Textile Workers Union (ACTWU). We are excited that you will be joining our team of workplace educators working together to improve the basic skills of ACTWU represented employees. This *Guide to Effective Program Practice* provides valuable information on the program's background, educational process, documentation requirements, curriculum development model, and available materials. This guide is just one component of a comprehensive staff development model intended to provide on-going support for the Worker Education Program course facilitators. This support is essential to a quality educational program as you are the students' direct link to the program.

The Worker Education Program encourages input from all the program's stakeholders--the students, union, companies, university, and adult education facilitators. As such, the procedures and forms outlined in this guide may change as we revise them to improve our practice through ongoing reflection and revision. We invite you to participate in this dynamic and creative process.

As part of your pre-service training, you will also receive and be trained to use the following resources:

- A sample task analysis
- ESL Curriculum Guide
- Binder of teacher-created workplace learning activities
- A selection of appropriate textbooks from our Resource Center

We encourage you to review these resources now and refer to them later for a better understanding of the Worker Education Program's goals and objectives and for lesson ideas that can be adapted to meet your students' needs. Throughout your employment, please feel free to contact the Worker Education Program administrative staff with your questions, concerns, and ideas.

OVERVIEW OF THE WORKER EDUCATION PROGRAM

About the Worker Education Program

The Worker Education Program (WEP) is a joint project between the CTC of Northeastern Illinois University and the Chicago and Central States Joint Board of ACTWU. It is one of fifty four programs nationwide that is funded by the National Workplace Literacy Program (NWLP) of the United States Department of Education which was established to assist U.S. workers through comprehensive educational programs focusing on the provision of basic literacy and workplace skills training. The WEP has been funded by the Workplace Literacy grant for two previous grant cycles and was awarded a third in December 1994 for a three year program cycle.

About ACTWU

The Amalgamated Clothing Workers of America was founded in 1914 in Chicago, Illinois. At that time, the membership consisted primarily of immigrant, male, skilled tailors from Eastern Europe. From its beginning, the union helped its membership learn English and helped immigrant families settle into the American workplace and communities. Over the years, the membership became more female and mirrored the waves of immigration into the United States, but education for union members remained a priority with ACTWU. For the past twenty years, the union has had a growing membership of immigrants from Latin America and Asia.

Today, the Chicago and Central States Joint Board of ACTWU represents American and immigrant workers in a variety of industries. The increase in global competition along with rapid technological changes have created a climate in which the union and its business partners have begun to increase educational efforts. The ultimate goal is to keep jobs in this country and to prepare American workers to work competitively with workers from all parts of the world.

About CTC

The Worker Education Program is just one program of over a dozen at The Chicago Teachers' Center, an academic unit within the College of Education at Northeastern Illinois University. The Center has functioned as the outreach arm of the University in working with schools and with adults in the community. Since its founding in 1978, the CTC has been an innovator in developing programs to improve urban education in Chicago through collaborative partnerships. The Center challenges the educational system to better serve diverse cultural and ethnic populations by creating, documenting, and disseminating model programs for teachers and students. The Center's staff members and university faculty continue an exemplary record of service to education in the Chicago area by collaborating closely with students, teachers, administrators, parents, businesses, union, and community agencies. The Center has had its programs evaluated on a systematic basis by external evaluators, and they have consistently been effective in assisting participants to increase their educational skills.

Need for Workplace Education Programs

The nature of work in the United States is changing rapidly. The interplay of global market competition, changing demographics, and the increased use of technology make it necessary for the U.S. to re-think, re-define, re-tool, and re-invest in education and the world of work. In order to compete in the new international market, many companies are implementing more computerized machinery, team-based management, and quality control procedures. The union and companies are interested in providing training for their workers primarily because the workers need to increase their basic skills to meet the demands of these new or changing job requirements, advanced technologies, and new organizational formats. Basic skills levels that formerly were adequate for assembly line production are inadequate for employees faced with these changes (*Workplace Literacy: Reshaping the American Workforce*. p. 3), especially for the increasingly immigrant workforce who need improved English skills to communicate effectively with co-workers and supervisors. A more educated workforce would have positive effects on the position of the U.S. in the global market and on increased profit margins for individual businesses. In addition, workplaces would be more equitable and competitive for workers, and worker participation in unions would increase.

To address this situation, the National Workplace Literacy Program (NWLP) sponsors grants for programs which provide effective workplace education programs, develop and disseminate workplace literacy materials, and provide staff development for adult educators to teach effectively in the workplace. Targeted areas for training include: English language skills; academic skills in reading, writing and math; skills in communication and teamwork; organizational skills in problem-solving and leadership; and attitudinal skills leading to higher motivation and good work habits.

As one of the grantees of NWLP, this program aims to contribute to this growing field through an innovative workplace education partnership program.

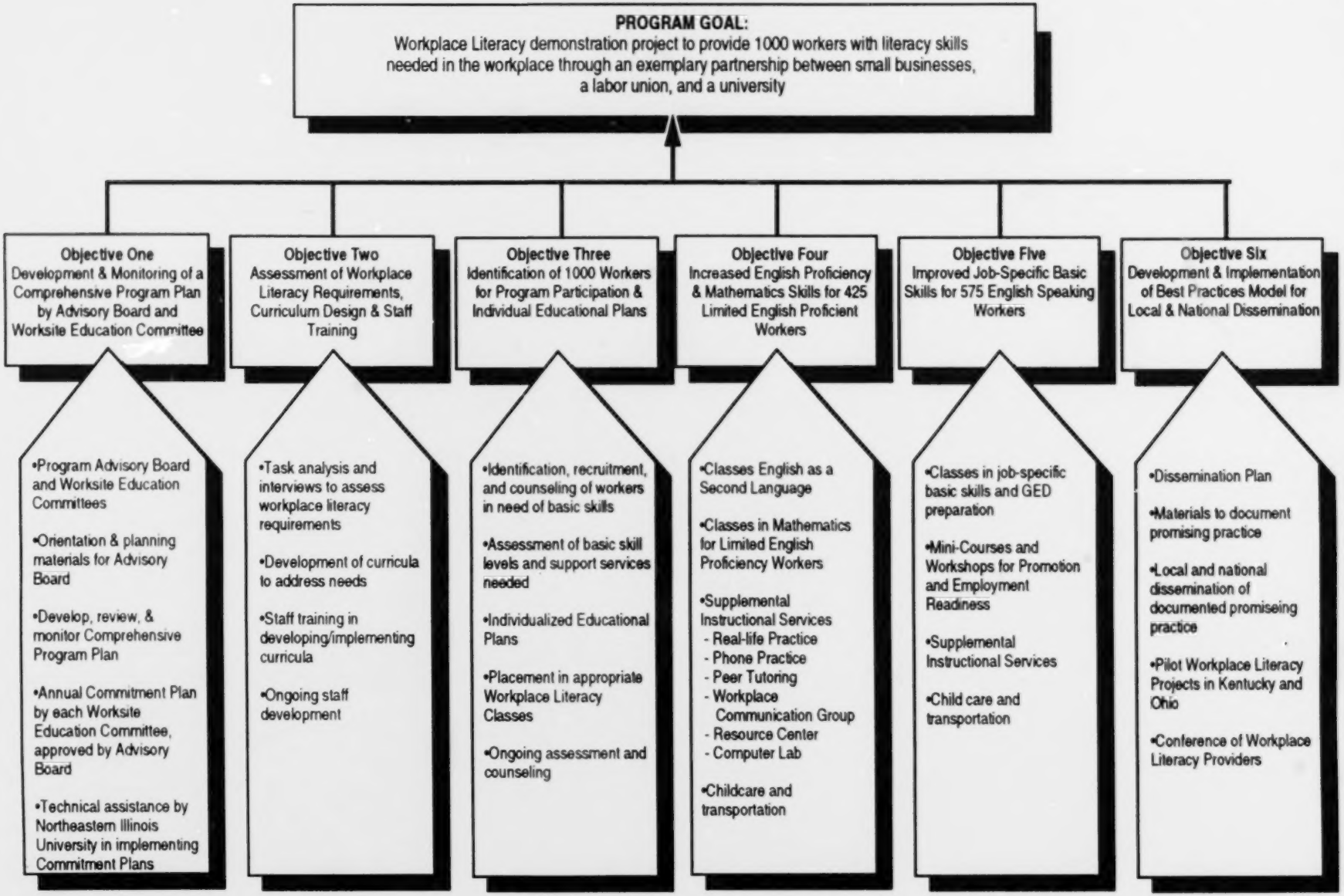
Program Goals

The overall goal of this project is to (1) provide limited English proficient adult workers with workplace English as a second language and mathematics courses to improve their competency in job specific literacy skills, (2) provide job specific basic skills and GED preparation courses for native English speaking or advanced English speaking workers to increase their preparedness for continued and future employment, (3) upgrade workers' competency in communication, problem-solving, critical thinking, teamwork and basic skills in accordance with changes in workplace requirements, technology, products and processes, and (4) develop, document, and disseminate a workplace literacy program model which can be replicated in similar workplaces. The graphic on the following page gives a more thorough overview of the program's goal, objectives, and activities.

Program Model

The program model builds on the life and workplace experiences of the workers, recognizing the value of their knowledge and skills in the process of developing literacy skills. It incorporates some of the latest research in adult education. The model is based on several key factors: (a) worker, employer, university, and union participation in program planning and implementation; (b) company and individualized assessments to obtain the information necessary for planning and connecting learning to future goals; (c) a structure which helps workers/students feel ownership; (d) job specific, engaging, and culturally relevant customized curriculum ; (e) provision of support service needs of workers (child-

Overview of Program Goal, Objectives and Activities


PROGRAM GOAL:
Workplace Literacy demonstration project to provide 1000 workers with literacy skills needed in the workplace through an exemplary partnership between small businesses, a labor union, and a university
Objective One
Development & Monitoring of a Comprehensive Program Plan by Advisory Board and Worksite Education Committee
•Program Advisory Board and Worksite Education Committees
•Orientation & planning materials for Advisory Board
•Develop, review, & monitor Comprehensive Program Plan
•Annual Commitment Plan by each Worksite Education Committee, approved by Advisory Board
•Technical assistance by Northeastern Illinois University in implementing Commitment Plans
Objective Two
Assessment of Workplace Literacy Requirements, Curriculum Design & Staff Training
•Task analysis and interviews to assess workplace literacy requirements
•Development of curricula to address needs
•Staff training in developing/implementing curricula
•Ongoing staff development
Objective Three
Identification of 1000 Workers for Program Participation & Individual Educational Plans
•Identification, recruitment, and counseling of workers in need of basic skills
•Assessment of basic skill levels and support services needed
•Individualized Educational Plans
•Placement in appropriate Workplace Literacy Classes
•Ongoing assessment and counseling
Objective Four
Increased English Proficiency & Mathematics Skills for 425 Limited English Proficient Workers
•Classes English as a Second Language
•Classes in Mathematics for Limited English Proficiency Workers
•Supplemental Instructional Services
- Real-life Practice
- Phone Practice
- Peer Tutoring
- Workplace Communication Group
- Resource Center
- Computer Lab
•Childcare and transportation
Objective Five
Improved Job-Specific Basic Skills for 575 English Speaking Workers
•Classes in job-specific basic skills and GED preparation
•Mini-Courses and Workshops for Promotion and Employment Readiness
•Supplemental Instructional Services
•Child care and transportation
Objective Six
Development & Implementation of Best Practices Model for Local & National Dissemination
•Dissemination Plan
•Materials to document promising practice
•Local and national dissemination of documented promiseing practice
•Pilot Workplace Literacy Projects in Kentucky and Ohio
•Conference of Workplace Literacy Providers

care, educational counseling), (f) identification and dissemination of promising practices of the workplace literacy program, including the implementation of a pilot projects in Louisville, Cleveland, and Cincinnati to replicate the model in these out-of-state companies (g) internal and external evaluation to monitor, modify, and evaluate the effectiveness of the model.

The program has developed and conducted a variety of classes and workshops to meet the diverse needs of the different companies and students. Classes have included ESL of all levels; basic reading, writing and math; pre-GED and GED in Spanish; literacy; math for the workplace; problem-solving and team-building; and business writing. Workshops have included a variety of topics including workplace communication and conflict resolution.

Profile of Participants

The program will provide education and training to approximately 1000 members of ACTWU who are employed in light manufacturing plants in the Chicago and Aurora, IL area, Louisville, KY, Cleveland, OH, Cincinnati, OH, and one full service bank in Chicago. The majority of WEP Chicago area participants are limited English proficient adults primarily from Mexico and other Latin American countries with an average of eight years of formal education in their native countries. Immigrant workers in Kentucky are mostly from Asia, primarily Vietnam, and Eastern European countries. In Cincinnati, the majority of the workers at participating companies are whites from the Appalachian region and African-Americans. The Cleveland workforce is multi-ethnic, representing Americans and immigrants from many different countries in Asia, Latin America, and Europe. Many participants never attended formal schooling in their native countries, and some are non-literate in their native language. The majority of the workers never completed high school.

Steps in the Worker Education Program Educational Process

The Worker Education Program seeks to establish a strong link between skills taught in the classes and the literacy requirements of actual jobs while addressing the individual educational needs of each student. This is done by implementing an innovative program which follows a number of steps as outlined below.

I. **Build support and a structure to implement and monitor educational programs at participating companies**

II. **Analyze job specific skills and determine company-specific and union needs**

III. **Identify and assess workers interested in participating in the program**

IV. **Develop curriculum**

V. **Implement classes and workshops**

VI. **Provide ongoing staff development**

VII. **Conduct on-going program evaluation**

Each of these steps will be discussed in detail throughout this guide.

BUILDING SUPPORT AND STRUCTURE FOR TRAINING PROGRAM

Identification of Companies with Training Needs

- Union, company, and worker representatives assist program staff in identifying which companies or group of workers would benefit from an educational program.

The first step in implementing the Worker Education Program in companies is to present the program to the management of the companies. Typically, the program director, the ACTWU business agent, and the educational director of ACTWU meet with a human resource development staff person at the company or other appropriate company representatives. The purpose of these meetings is to introduce the program to the companies and to begin a collaborative process of providing workplace education training to workers employed in the companies. Company representatives advise program staff of training needs, problem areas, trends in technology, and industry competition which should be

included in curricular offerings. Whenever possible, the companies are asked to complete a Survey to determine their training needs and in-kind contributions (see Appendix A).

After meetings with company management, the next step is to present the program to the workers. In some cases, program staff first meets with union stewards and then the stewards convene meetings with workers to explain the program, gain support from workers, and begin an informal needs assessment process focusing on workers' training and educational needs.

This process of involving all stakeholders in the educational planning of the program is instrumental in the success of the program. In order for the program to have an impact on the workers' lives and the profit margins of individual companies, the workers themselves are consulted from the very start.

Worksite Education Committees

- A Worksite Education Committee--comprising of representatives from management, the union, administrative project staff, educational providers, and workers--is established at each targeted company to steer the direction for current and future educational training.

As a partnership program, it is essential to include the participation of all partners in the development and direction of the training programs. Therefore, a Worksite Education Committee is established at each targeted company whenever possible to ensure the active participation of all the stakeholders. Initially, the committee meets to develop an educational training plan which will meet its own special needs and assist project staff in the steps required to start-up the classes, including the recruitment of workers, task analysis, needs assessment, and curriculum development. Once classes are in progress, the Worksite Education Committee meets regularly to ensure that all members have an arena in which to continue providing input about the program.

Teachers are encouraged to attend Worksite Education Committee meetings at their particular worksite to provide information about the classes to committee members and to be informed of any developments regarding the educational program.

CONDUCTING TASK ANALYSIS AND ASSESSING COMPANY AND UNION NEEDS

Task Analysis

- Program staff performs a thorough **task analysis** at each targeted company to identify skills needed to perform job tasks.

Once management and workers provide input for the implementation of program classes, the task analysis stage begins. The program staff comprehensively assesses literacy skills that are embedded in jobs at each of the workplaces and identifies planned changes in technology and management that would require additional skills.

The task analysis process requires extensive observation and job shadowing of all workers who could potentially benefit from the educational training. Program staff documents the speaking, listening, reading, writing, problem-solving, computing, team-building, and vocabulary skills observed of each targeted job using a task analysis form as a guide, a copy of which is included in Appendix B. In addition, the task analysis includes information regarding the clothing, tools, equipment, and machinery needed to perform the specific jobs; health and safety issues; and common problems and mistakes which occur.

Project staff also collects and reviews work forms, job descriptions, training manuals, safety regulations, and other printed material used at the workplace which can later be incorporated into the course curriculum. A list of materials to collect is included in Appendix C.

The task analysis also includes interviewing supervisors, workers, union representatives, and shop stewards to provide more detailed information on any of the materials or problems identified during the initial observations. The interviews include questions about new technology, workplace reorganization, and language and literacy skills which are essential to effective job performance.

Teachers assist with the task analysis if they are hired prior to its completion so that they will have a better understanding of the students' job requirements and daily routines. If a task analysis has already been completed, teachers receive an extensive plant tour and training on the completed task analysis.

Determination of Company and Union Priorities

- Company and union representatives provide input on curriculum priorities to program staff.

Upon completion of the task analysis, project staff meets with Worksite Education Committees where they exist or management and union representatives to verify the information collected during the task analysis and to prioritize the identified skills for training purposes. Whenever possible, the representatives complete the curriculum goals checklist and provide specific examples of workplace problems that illustrate the specific skill needs which can later be incorporated into the curriculum. A copy of the ESL curriculum goals checklist is included in Appendix D. Similar checklists are developed for other courses to reflect their particular curriculum goals.

Project staff compiles the results of these checklists and/or interviews to assist in determining the training program priorities.

IDENTIFYING AND ASSESSING STUDENTS

Recruitment

- Program staff identifies workers interested in the program through recruitment efforts.

Recruitment of workers occurs prior to the start-up of basic skills training classes at the worksites or at the union headquarters. Project staff distribute flyers announcing new classes and recruitment sessions to notify all workers of the educational opportunity. These flyers and recruitment sessions are in Spanish or other native languages when necessary. At these sessions, union and management representatives and project staff: (1) explain the types of workplace classes and supplemental instructional services available under this program and the support services that can be provided, e.g. child care and transportation, (2) allay fears of going back to school, and (3) assure workers that all tests and other assessments of their progress will be confidential and that participation in the program, regardless of any individual's progress, will not jeopardize their job security.

Recruitment also occurs when attendance drops in an existing class. Teachers should notify project staff if attendance has dropped to assist them in following-up on former students and on recruiting new students for their classes.

Student Assessment and Placement

- Project staff assesses workers to determine their educational needs and register them in the appropriate class.

Assessment of learners' knowledge and level of the course material upon entry into the program is critical for measuring the overall success of the program. The assessment measures used for each of the classes are outlined below:

ESL: Oral BEST or Literacy BEST
Holisic Writing Sample
General Work-Based Assessment *(pending)*

Math: TABE Math

English Basic Skills:
Holistic Writing Sample
General Workplace Test *(pending)*
TABE Math

Spanish Literacy:
Spanish Literacy Placement Test (SLPT)

Spanish Pre-GED:
Holistic Writing Sample
TABE in Spanish

The Basic English Skills Test (BEST) created by the Center for Applied Linguistics is used upon enrollment in order to give teachers a basic idea of students' knowledge and to place students in the appropriate class. The BEST uses real life materials and measures performance of basic language competencies. All ESL students are pre-tested with the oral BEST. The BEST written section can be administered to those workers that score high on the oral component.

Students also complete a holistic writing sample where they attempt to describe their jobs in English or Spanish. The writing samples are given a numbered rating based on criteria described by Project EXCEL of the National Council of La Raza. In order to measure progress, ESL students are post-tested with the BEST and holistic writing sample every 16 weeks. Students in GED classes take the TABE test in addition to the writing sample. Copies of these assessment measures are included in Appendix E.

Those students who have little or no ability to read and write in their native Spanish language take the Spanish Literacy Placement Test which was designed by Peggy Dean of The Center in Des Plaines, IL.

In addition, the program designed a General Work-Based Assessment which assesses the students' English abilities in work-related competencies. This test is presently being piloted in several classes, and a draft version is included in Appendix F.

Project staff trains teachers to administer some of the assessments themselves, while other assessment measures are administered by a small group of trained staff to ensure scoring validity.

Once the students' class interest and level have been determined during the assessment process, the project staff recommends and enrolls the student in the appropriate class. A Learner Enrollment Form must be completed for each student, a copy of which is included in Appendix G. The Learner Enrollment Forms, formulated by Mathematica Policy Research, provide the program with information on the worker's place of residence, interest in classes and supplemental instructional services, number of years of formal schooling, and educational goals in order to facilitate regular class attendance. This information is confidential and should only be shared with program staff. Teachers review this information to better understand the students' educational background and needs.

Registration for classes occurs every sixteen weeks unless attendance is very low. Students attending short-term workshops must also be registered using the Learner Enrollment Form; however, they are not usually assessed using standaradized measurements.

Support Services to Workers Attending Classes

- Project staff assesses and provides support service needs of participants to reduce obstacles to program participation.

The provision of classes occurs both at the workplace and at ACTWU headquarters, and in this way, the project offers programs that are easily accessible and familiar to the workers. The project provides a child care center at ACTWU headquarters and transportation stipends are available for workers attending ACTWU evening and Saturday classes. Both transportation and childcare stipends are available for workers attending classes at the worksites during non-working hours. Teachers provide stipend forms to those students needing such assistance and submit the completed forms to administrative staff every month.

Individual Educational Plans

- Using Individual Educational Plans, students identify his or her educational goals upon enrollment.

Adult education instructors and adult learners jointly develop individual educational plans to determine each student's educational goals. The individual educational plans allow workers to prioritize the curricular goals and to indicate other personal goals they want to pursue in the class. Each student is assured complete confidentiality of his or her educational plan, assessment scores, and all other evaluations. A copy of the ESL individual educational plan is included in Appendix G.

DEVELOPING CURRICULUM

Explanation of General Curriculum

- The general curriculum consisting of common workplace themes is used as a resource for writing class objectives, designing class activities, and developing learning materials.

Project staff has developed a general workplace ESL curriculum which consists of the common workplace themes below:

- Work Issues: Communications in the Workplace
- Health and Safety
- Quality Control
- Work Forms
- Company Rules
- Vocabulary and Expressions Used on-the-Job

In addition to developing English language skills for the workplace, each of the units incorporates topics and activities to improve other basic workplace literacy skills such as computation, critical thinking, problem-solving and team-building. The attainment of these

skills will contribute to the enhancement of worker productivity and assist workers in coping with current and changing technological demands in the workplace.

This curriculum is a guide to lesson planning and topic development. It is not mandatory to use this curriculum for the entire 16 week module; nor is it necessary to cover the units in the order in which they appear. Each unit lists an objective, appropriate language skills, lesson ideas, activities, and materials which can be used to teach the lesson. Vocabulary lists can be found at the end of the guide. The curriculum materials are designed for adults to reflect the demands of the workplace and the needs and interests of adult students. A sample page from the ESL curriculum is included in Appendix H.

Curriculum for other courses has been developed using a similar process and format.

Customized Curriculum

- Program staff customizes curriculum by incorporating company-specific and individual worker needs as identified in the task analysis and needs assessment process.

The general curriculum is customized with input from management, workers, and the union to ensure that the course design addresses the workplace literacy skills needed to perform existing jobs or adapt to planned changes. Company-specific skills and vocabulary identified during the task analysis are incorporated into the curriculum and workplace printed material are drawn upon to develop curriculum materials for the classes.

Curriculum is also customized to address the individual students' needs as identified during the assessment process. Curriculum includes suggestions for adapting materials and activities to address the multi-level needs of the classes and allows for workers to progress from one level to the next. As part of the participatory approach used in this program, students are encouraged to request additional topics of relevance to their jobs and lives. Incorporating worker-generated topics and materials into the curriculum reflects a true worker-centered approach.

The participation of the adult education instructors, under the guidance of administrative staff, adapt the general workplace curriculum to plant-specific needs and objectives as part of their pre-service training. Teachers use the compiled results of the individual learning plans and the curriculum goals checklist to assist them in prioritizing the curriculum goals and in developing lessons which address the learners' individual needs and the issues raised by the union and company representatives.

The curriculum is constantly reassessed and revised accordingly to meet the changing needs of the company, union, and workers. This dynamic process is illustrated by the graphic on the following page.

Learning Materials/Resource Center

- A variety of teacher-created and commercial materials and resources is available for student and teacher use.

Teachers are encouraged to develop their own classroom materials from work related forms, documents, and realia collected during the task analysis such as safety equipment, work tools, work forms, time cards, paycheck stubs, training manuals, and employee handbooks. Students are encouraged to contribute new information and materials so teachers can update the resources.

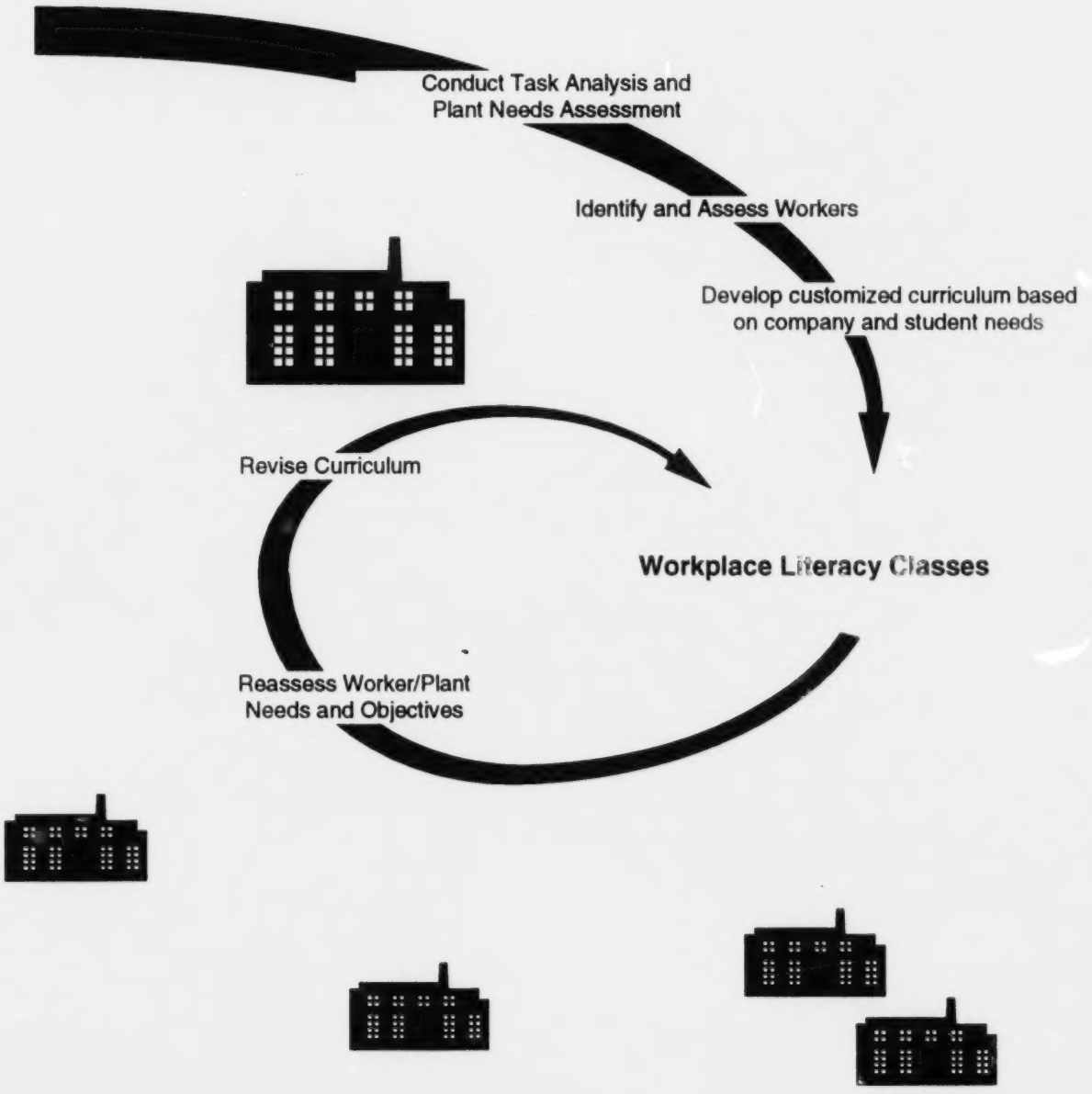
Teachers may choose from a variety of workplace ESL texts for student use in and out of class. Each student may receive one book. The choices are:

ESL Literacy, Longman
Working In English, Books 1 &2, Contemporary
Day by Day, Prentice Hall
Speaking Up at Work, International Institute of Minnesota
ESL for Action, Addison-Wesley
Reading Skills That Work &
Communication Skills That Work 1 & 2, Contemporary

Many other book titles can by requested by facilitators for program staff to order to supplement the chosen student text. Facilitators may borrow any materials in the program resource library, including over 600 titles, located in the Worker Education Program office at the ACTWU hall, 333 S. Ashland, Chicago, IL. Other materials include: workplace videos, English language audio tapes, tape recorders, games, pictures from magazines, and union newspapers.

A computer laboratory is available for students to use on a sign-up basis at the ACTWU headquarters. The computers are equipped with English as a second language and basic skills software to provide students the opportunity to enhance their education with computer-assisted learning. Teachers should contact program administrative staff for further information.

Model for Curriculum Development at Each Worksite



Teachers can also utilize materials and equipment available at the Resource Center at the Chicago Teachers' Center, 770 N. Halsted, 4th Floor, Chicago, IL, including a laminating machine, spiral binding machine, computers, letter press, label maker, poster printer, maps, resource files, and reference materials.

Many practical workplace-specific materials have already been contributed by facilitators in the program. These materials have been collected into a binder which offers many teacher-created workplace activities that can be adapted to each class's particular needs. Copies of the binders are distributed to newly hired facilitators as an additional resource. As the classes continue, additional materials and lesson ideas that come out of classes will be inserted into the binder. Teachers are encouraged to contribute to and update the Worker Education Program Activities Binder at monthly teachers' meetings. Therefore, it is vital that teachers keep records of what is covered in class. In this manner, the Worker Education Program has a "living" curriculum, one that builds and develops as the program grows.

IMPLEMENTING CLASSES AND WORKSHOPS

Methodology

- The WEP uses a worker-centered, holistic, and eclectic teaching methodology to address the diverse needs of students.

All of the courses incorporate an innovative **worker-centered**, participatory (Freire, Shor) educational approach. Central to this educational approach is the active participation and involvement of workers in all aspects of the program-- from the classroom to the Advisory Board/Worksite Education Committee, from curriculum development to program planning. This kind of ownership gives workers an active part in their own education, hones their decision making skills, and builds their self-confidence, thereby enabling them to attain workplace competencies and participate more fully in the workplace. In the ACTWU Worker Education Program, workers are active in their learning: they set goals for themselves, track their own progress and become more aware of their learning process.

The language skills in the curriculum are **holistic**, meaning that all four language skills (reading, writing, listening, speaking) are combined and used in meaningful contexts in each class session. This approach is used because a learner who is limited to only one of

these skills, may also be limited in his or her ability to function in the workplace and in society. It is effective because each of the skills reinforces the others; for instance, reading and writing often enhance speaking abilities.

In implementing a worker-centered approach, an **eclectic** teaching methodology is the most effective as it allows educators to integrate the most positive aspects of different teaching methodologies. This diverse approach ensures that students of all different learning styles will benefit from instruction and be able to improve their skills, and classes will be interesting and dynamic by experiencing language in a variety of contexts. All educational methodologies utilize workplace specific language and situations and employ a variety of participatory techniques, including the use of role play, cooperative learning activities, and the incorporation of activities which appeal to visual, aural, and kinesthetic learners. In this way, reading, writing, speaking, and listening skills will become integrated into the lives and work of the students. Some ESL methods which compliment the worker-centered approach include:

1. ***Problem-Posing*** (Freire, Auerbach, & Wallerstein)

Problem-posing is useful for developing critical thinking skills. It begins by listening for workers' issues, or "critical incidents." Based on the listening, teachers then select and present the familiar situations back to the students in a codified form: a photograph, a written dialogue, a story, or a drawing. Teachers then use a series of inductive questions which move the discussion of the situation from the concrete to a more analytical level. The problem-posing process directs workers to name the problem, understand how it applies to them, determine the causes of the problem, generalize it to others, and finally, suggest alternatives or solutions to the problem.

2. ***The Language Experience Approach (LEA)*** (Nessel & Dixon)

This method uses a holistic story-telling manner to teach literacy and English language skills. The instructional material is based on the actual words and language patterns of the learner. It's purpose is to show learners that their own words can be written down and read, to make learning meaningful and to build self-confidence. Based on a problem-posing session, class discussion, or shared experience, students dictate their story to the teacher, who writes it on the board. Students are free to make changes and corrections. The group

then practices reading the story aloud several times, with help as needed, until the story is familiar. Comprehension is assured because the reading material is self-generated. The teacher types up the story for the next class session and uses it to reinforce language skills through activities such as cloze exercises, matching beginnings of sentences with endings, putting scrambled sentences in order, and other activities.

3. ***Student-Generated Dialogues & Roleplays***

The premise for using student-generated dialogues and roleplays is similar to that of LEA in that students learn words and structures that have meaning in their workplaces and in their lives. Student-generated dialogues and roleplays can be tailor-made to deal with specific communication problems both in and outside the workplace. They are an ideal follow-up activity to a problem-posing session as workers' solutions can be acted out. Using their own names and those of co-workers and supervisors helps bridge the gap between classroom simulation and real life situations.

4. ***Realia & Photographs***

The use of realia and photgraphs from the workplace is an excellent way to make learning meaningful and bridge the gap between classroom simulations and real life situations. They can be used in a variety of ways: to practice vocabulary, stimulate a discussion or problem-posing session, or for a TPR activity (see below).

5. ***Total Physical Response (TPR)*** (Asher)

This method involves oral/aural skills development. Using the imperative mode, the teacher gives the students spoken instructions. The students experience meaning and demonstrate comprehension through a physical response; for example, students are asked to pick up an object, point to a picture, turn off the lights, or stand up. The theory behind this method is that students retain the vocabulary and structures through the physical action of completing the spoken task. TPR is particularly useful for kinesthetic/tactile learners (37% of adults) (Kinsella, Ashur), who learn best from "hands on" experiences. It is also beneficial to the teacher as a check of students' comprehension.

6. ***Cooperative Learning***

The premise behind this educational approach is that students can learn effectively in small groups, and that, while we learn only 20% of what we hear, we learn 95% of what we teach to others (Glasser). Cooperative Learning activities are structured in such a way that the success of the group as a whole is determined by how well students share their information with other group members. In these activities, students are accountable for their own and each others' learning, acquire effective interpersonal and team-building skills, and master content material. The role of the teacher is minimal in Cooperative Learning, making it a truly worker-centered activity.

7. ***Pairwork***

Like Cooperative Learning, pairwork is an effective way of maximizing student talk and minimizing teacher talk. It helps students get accustomed to speaking with another individual, such as a co-worker, a supervisor, or an inspector.

Many useful and creative worker-centered activities are described in the Curriculum Guide.

Class Objectives

- Facilitators write **objectives** every 8 weeks based on identified course goals and level of students.

Teachers design a set of objectives for every eight weeks of class. These objectives are based on goals stated in the Curriculum Guide and adapted to meet students' educational needs. The Class Objectives are submitted every eight weeks for review by program staff prior to their implementation. A sample set of teacher objectives is included in Appendix I.

Lesson Plans

- Using the objectives as a guide, facilitators develop **lesson plans** which incorporate the program's teaching methodology and plant-specific skills as identified in task analysis.

Teachers develop lesson plans which address the targeted objectives, meet individual needs, and incorporate the program's worker-centered and participatory philosophy and methodology previously described. A blank lesson plan format and completed lesson plan are included in Appendix J as examples. Teachers are encouraged to use the Curriculum Guide for lesson ideas on each objective and consult with program staff for advice. Program staff will review lesson plans and give individual feedback to teachers.

Classes and Workshops

- Classes and workshops are scheduled and designed to accommodate workers' needs, with participant compensation varying with each company.

The program is placed in a readily accessible environment conducive to adult learning in that workers are assessed and take courses at both the companies where they work and at the ACTWU headquarters. Classes and workshops at the companies are offered either during work hours or immediately before or after work. Worker participants are consulted regarding class schedules so that they are held at convenient times. Because of the varying degress of company commitment to the program, some workers are paid for their attendance in classes on a full release time basis, some receive partial release time, and other workers attend after work on a volunteer basis. Classes are offered at ACTWU headquarters on weekday evenings and on Saturdays for those workers unable to attend classes at the worksite. The union is conveniently located to most of the workers and is familiar, as many workers use its health clinic and attend other functions there.

The Worker Education Program seeks to provide quality classes that meet the needs of all learners. To ensure this, class size is limited to 15 students and teacher aides are hired for multi-level classes. Teachers should consult program staff to determine if their class would benefit from having a teacher aide. To provide instructional continuity, students can only enroll every 16 weeks unless attendance is low.

Attendance Records

- Attendance records are maintained to indicate who attends classes and to provide a plan for continual recruitment and retention.

Teachers maintain attendance records for every class session and submit these records to administrative staff every eight weeks. In consultation with administrative staff, teachers contact participants who are erratic in their class attendance to facilitate their return to class. Teachers should notify administrative staff if students cite obstacles to their attendance that the program could possibly address. During the first few weeks of classes, program staff visit the classes to verify attendance. If registered students fail to attend classes, program staff contacts students and encourages them to return to classes. A sample attendance grid is included in Appendix K.

Student Progress Reports

- Facilitators use objectives to measure student progress every 8 weeks using student progress report forms.

After eight weeks of classes, teachers submit Student Progress Reports which assess students' progress towards meeting the class objectives. Teachers should modify the objectives to reflect what was actually covered in class prior to assessing student progress. Student Progress Reports provide teachers the opportunity to reflect upon how each student is meeting class objectives and determine which objectives should be covered during the next eight weeks. Teachers should meet with students to discuss achievement of job-related, educational, and personal goals and revise individual educational plans as needed. Two sample completed Progress Reports are included in Appendix L.

Participant Recognition

- Students participate in ceremonies to recognize their efforts and achievements in the educational program.

At the end of classes, the program holds worker recognition ceremonies. Ceremonies take place at the companies or at ACTWU headquarters, and workers receive certificates of merit for their participation in the classes. In order to recognize workers for their extraordinary effort in attending and making progress in the classes, companies often reward workers in a variety of ways, including providing special meals and bonus checks to participants. Representatives from the company, ACTWU, and the program are present to award certificates, make congratulatory speeches, and encourage workers to re-enroll in classes. Participating workers make speeches about the classes, and, in some cases, workers present workplace skits using Workplace ESL scenarios. The recognition ceremonies are instrumental in providing a mechanism to reward participants for their hard work and effort. They also serve as recruitment and retention tools.

Student Anthology

- Student writings are compiled and published in a Student Anthology which is shared with learners and disseminated.

Writing is a central part of the Worker Education Program. Student writings are published in a Student Anthology. The Anthology is published every funding cycle and is a compilation of student-generated:

- essays
- drawings
- individual & group stories
- research projects
- photographs

These writings are the final versions of works produced after revising, re-writing, and editing. They are in the students' own words and phrases; any teacher-dictated "corrections" would affect authenticity. It is important to keep in mind that student works submitted for the Anthology are the products of the students' own editing and revising process.

PROVIDING STAFF DEVELOPMENT

Staff Development Model

- Program staff performs on-going reflection and evaluation of practice through a comprehensive staff development model.

Staff development is an essential component to the success of the Worker Education Program as teachers need the resources and time to reflect and improve upon their practice. Staff development is not a one-time event provided by administrative staff, but is on-going and collaborative. Teachers determine their staff development needs, are encouraged to contribute ideas with their co-workers, and have regular communication with WEP administrative staff. In addition, teachers often have the opportunity to participate in program development through participation on committees or projects. The staff development activities are outlined below .

- Pre-Service Training
- In-service monthly meetings and workshops
- Individual class observation by WEP administrative staff
- Participation at conferences related to workplace or basic skills education
- Observation of other WEP facilitators

Pre-Service Training

- Teachers participate in a thorough pre-service training which orients them to the program and prepares them to be effective workplace educators.

Before adult instructors in the program begin teaching, they are involved in a training component which prepares them for teaching in the workplace. This pre-service training includes training on the Worker Education Program goals and objectives, curriculum development model, documentation requirements, administrative procedures, assessment and evaluation techniques, and issues related to working in union and management cultures. For new classes, teachers work with program staff on the task analysis and curriculum development. For existing classes, teachers receive a thorough training on their worksites task analysis and curriculum and also are given an extensive tour of the worksite.

All teachers will receive copies of and training on the Curriculum Guide, Staff Development Manual, Teachers' Activities Binder, and relevant books from the Resource Library. Teachers unfamiliar with workplace education observe experienced WEP teachers whenever possible.

In-Service Monthly Meetings and Workshops

- Teachers meet monthly to discuss program issues and participate in a workshop on a teacher-chosen topic.

An essential component of the collaborative staff development model is the monthly teachers' meeting and workshop. About half of the meeting time is allotted for program staff to share any new information with teachers and for teachers to share materials and ideas for improving teaching techniques and to discuss any concerns. The other half of the time is dedicated to a workshop on a teacher-selected topic. Topics have included:

- **Adapting Authentic Materials for the Workplace**
- **Strategies for Teaching Math and Problem-Solving in the Workplace**
- **Teacher Input on the General Work-Based Assessment**
- **Swap Shop of WEP Teacher-Created and TESOL Conference Materials**
- **Union Issues for Worker Education Program Teachers**
- **Materials Development for the Workplace at CTC**

Individual Class Observation

- WEP staff regularly observes facilitators on an individual basis.

Adult instructors are encouraged to habitually self-reflect and improve upon their teaching practices. To facilitate this process, WEP staff observes facilitators on a regular basis and provides individual feedback to further develop teachers' skills and adapt methodology for workplace instruction. A sample of the observation questions and checklist are included in Appendix M of this manual.

Participation at Conferences and Workshops

- Facilitators attend conferences and workshops to become familiar with new materials, methods, and developments in the fields of workplace education, adult education, and English as a second language.

In order to improve their skills and knowledge of the workplace literacy field, administrators and facilitators attend relevant local conferences, including the Illinois TESOL Conference, the Adult Education Service Center of Northern Illinois Conference, and the Illinois Resource Center's Workforce Education Conference. Facilitators can also attend interactive workshops sponsored by the Adult Learning Resource Center. The administrative staff attends regular meetings of the Workplace Education Providers Discussion Group sponsored by the Adult Learning Resource Center and other relevant national conferences. The staff disseminates the information from these sessions and conferences to the facilitators at the monthly meetings.

The Worker Education Program also sponsors an annual regional conference of partner companies, union staff, out-of-state educational providers, and instructors. Workshops feature such topics as the Changing Workplace in America, Training Initiatives for the 20th Century, Practical and Creative Learner-Centered Activities for the Workplace, Steps in the Educational Model, and a Team Building Activity. Also, the conference includes a panel discussion with representatives from all stakeholders, factory tours, and visits to classes at participating companies for the out-of-town providers in order for them to fully understand the program model.

Teachers are also encouraged to work with WEP administrative staff in writing proposals to present at any of the above-mentioned conferences. This provides invaluable experience to teachers and assists with the program's dissemination objectives.

Observation of other WEP Facilitators

- Adult educators observe each other's classes to provide peer support and opportunites for growth.

Facilitators are encouraged to observe each other in order to learn different teaching styles, methods, and activities. This peer observation allows teachers to collaborate with

one another to improve teaching practices and address classroom issues. Teachers should contact a WEP administrative staff member to arrange peer observations.

CONDUCTING ON-GOING PROGRAM EVALUATION

Evaluation Design

- A multi-faceted and participatory evaluation design is implemented to measure the effectiveness of the program in completing its stated objectives.

Assessment and evaluation of learner progress in workplace literacy classes and of workers' improved job performance takes place throughout the grant period and it includes a variety of qualitative and quantitative models of measurement. The evaluation design of the project is guided by three principal questions:

(1) To what extent has the project been effective in achieving the funded objectives?

(2) To what extent has the project been effective in meeting the purposes of the Workplace Literacy Program?

(3) To what extent has the project been effective in having an impact on targeted worker participants?

These questions are addressed through a multi-faceted evaluation process as described below.

Student Evaluations

- Students complete evaluations and self-assessments to provide input on whether the program is effective in meeting their needs.

Sudents fill out evaluations (Appendix N) rating the usefulness of the program for ESL, job advancement, personal and educational purposes. For on-going classes, these evaluations are completed every sixteen weeks. Student feedback is used to make changes in curriculum, materials, staff development, recruitment models, and program methodology.

Students also complete the Learner Assessment Form from the U.S. Department of Education every sixteen weeks to assess their progress and identify their future educational goals.

Student Portfolios and Documentation Requirements

- A portfolio of assessment measures and other documentation is kept on each participant for assessment and evaluation purposes.

Program staff compiles a file on each participant of different performance indicators, including standardized tests, holistic writing samples, customized assessment, and progress reports; Learner Enrollment Forms; individual educational plans; attendance records; Learner Assessment Forms; and other student writings. Class objectives, lesson plans, and student evaluations are also kept on file. Teachers are responsible for submitting the student work and records as indicated on the Schedule of Documentation Requirements on the following page. Students can review their own portfolio with their instructors to trace their development throughout their participation in the program. The portfolios are also used by program staff and the external evaluator for monitoring student progress. These files are confidential and are kept at the WEP office at ACTWU.

Union and Company Evaluations

- Union and company representatives complete competency checklists to indicate the program's impact on workers' job performanace and other targeted areas.

At the end of each year of the project, management of the companies and union staff are interviewed and fill out checklists to document competencies gained by the workers and give input on the workplace education program quality. The supervisor checklists measure the following work competencies:

Employee Performance	Salary Increases
Safety Improvements	Productivity
English Communication	Job-related Tasks
Promotion	Employee Turnover

The union checklist measures some of the above competencies, as well as participation in union activities and understanding of union benefits and procedures. A sample company and union checklist are included in Appendix O.

Schedule of Documentation Requirements (April, 1995)

Initial Documentation

- Learner Enrollment Form (incl. extra page and media release form)
- Individual Educational Plans
- Pre Tests

ESL: Oral BEST or Literacy BEST
Writing Sample
General Work-Based Assessment

Math: TABE

English Basic Skills:
Writing Sample
General Work-Based Assessment
TABE Math

Spanish Literacy: SLPT

Spanish Pre-GED:
Writing Sample
TABE in Spanish

Every 8 Weeks

- Lesson Plans
- Progress Reports
- Objectives for next 8 weeks
- Attendance

Every 16 Weeks

- Learner Assessment Form
- Student Evaluation of Class
- Post Tests: Same as Pre-Tests

External Evaluator

- An extensive external evaluation is conducted to measure the program's effectiveness in meeting its stated objectives.

Dr. Joseph Fischer of National-Louis University and the assistant evaluator, Katherine Larson have been contracted to conduct the external evaluation of the program. The evaluators meet with program staff on a regular basis, observe classes, interview participants, review participant files, and write a final external evaluation report. Teachers will meet the evaluators as they conduct class observations, attend teacher meetings, and interview teachers for their input.

CONCLUSION

Teaching in a workplace education program is an exciting and challenging opportunity. This *Guide to Effective Program Practices* aims to provide support to teachers in developing and implementing a quality education program which addresses the needs of all stakeholders in the program. Teachers are encouraged to play an active part in the educational process described in this guide and to approach WEP administrative staff whenever issues or concerns arise. The WEP phone numbers are:

CTC (312) 733-7330, ext. 440 or 441

ACTWU (312) 738-6163 or 738-6208

Welcome!!

Appendix A

Chicago Teachers' Center of Northeastern Illinois University &
the Amalgamated Clothing and Textile Workers Union
Worker Education Program

1995 Training Needs/Company Commitment Survey

Name of Company: _____
Your Name & Title: _____
Date: _____

Profile of Workers

A. Number of workers employed at company: _____

B. List times and number of workers for each shift that applies to your company:

1st _____ _____ 4th _____ _____
2nd _____ _____ 5th _____ _____
3rd _____ _____

C. Average educational level of workers, excluding management: _____

D. Average age of workers: _____

E. Percent of Limited English Proficient (LEP) workers: _____

F. Native languages of LEP workers: _____

G. Percent of native speakers of English who need basic skills training: _____

H. Check the training/educational needs of your employees overall. Select all that apply and explain how a lack of that skill affects job performance.

SKILL	EFFECT ON PERFORMANCE
_____ a) English as a Second Language (ESL)	_____
_____ b) Basic Math	_____
_____ c) Advanced Math	_____
_____ d) Reading/Writing for native speakers of English	_____
_____ e) Problem Solving/Critical Thinking	_____
_____ f) Team Building	_____
_____ g) GED Preparation	_____
_____ h) Pre-Statistical Process Control	_____
_____ i) Other _____	_____

G. Using the list above, please indicate the two most critical training/educational needs for the following employee groups.

Production or assembly workers	1._____	2. _____
Frontline Supervisors	1._____	2. _____
Union Stewards	1._____	2. _____
Clerical support staff	1._____	2. _____
Skilled technicians	1._____	2. _____
Services and sales	1._____	2. _____
Other	1._____	2. _____
Other	1._____	2. _____

H. In order to determine basic skills needs, which employees would the company prefer to assess?

_____Specific jobs/positions/departments? Please identify: _____

_____

_____

_____All employees

I. What types of training has the company offered in the past?

Type of Training	Targeted Employees	When	Outcomes

Company Goals

A. What are the company's short term and long term goals?

B. Is your company implementing the use of new technology? Please explain.

C. Is your company involved in Total Quality Management, ISO 9000, Statistical Process Control, or other company enhancement initiatives? Yes No

If yes, which ones?

D. Based on these goals/changes, what future training needs do you foresee?

E. In order to accommodate training and/or change within your company, what technical assistance do you feel the company will need (from outside sources)?

Company Collaboration

A. Indicate which activities the company would be willing to participate in:

	Yes	No	Who?
1. Collaborate with Worker Education Program staff and union representatives in the design and implementation of the workplace literacy program at your company. (Worksite Education Committee)	_____	_____	_____
2. Attend Advisory Board Meetings (governing body of the Worker Education Program).	_____	_____	_____
3. Assist Worker Education Program staff in the task analysis.	_____	_____	_____
4. Participate in the evaluation of the program.	_____	_____	_____

B. The company would be willing to provide the following for use in classes. Check all that apply:

_____ classrooms
How many? _____

_____ storage space (i.e. filing cabinet, bookshelf or closet

_____ access to photocopier

_____ access to a computer

_____ chalkboard or dry erase board

_____ overhead projector

_____ books and materials

_____ Other: _____

Class schedules and release time

A. When would the company like to schedule classes (Choose one):

_____ during work hours _____ before work _____ after work

Suggested class time: _____

B. If the classes were held before or after work, the company would be willing to pay participants...

_____ full release time _____ half release time _____ no release time

C. If the classes are held after work, does the company anticipate any overtime for employees during the months when classes are planned? _____

When?_____

D. What other incentives is the company willing to provide? (Check all that apply).

_____ bonuses or awards for students upon course completion
Please specify: _____

_____ recognition banquet

_____ Other_____

Appendix B

ACTWU Worker Education Program Literacy Task Analysis

Organization: _____ **Date:** _____

Job Title: _____

Observed Skills: **Duties/Tasks/Actions:**

SPEAKING:

LISTENING:

READING:

WRITING:

Observed Skills cont. **Duties/Tasks/Actions:**

PROBLEM-SOLVING:

COMPUTING:

TEAM-BUILDING:

Vocabulary:

Tools/Equipment/Machinery:

Clothing:

Health & Safety Issues:

Changes/Problems/Mistakes:

Appendix C

REQUESTED MATERIALS FOR ESL CURRICULUM DEVELOPMENT

Worker Education Program, Chicago Teachers' Center of Northeastern Illinois University and the Amalgamated Clothing and Textile Workers Union

Forms

work schedules
time sheets
charts
tables
tally sheets
inventory / order forms
sample paycheck
diagrams / blueprints
accident report form
vacation / sick day request form

Prose

employee handbook
benefit information
memos
newsletters
manuals for machines
any company literature on products (brochures, catalogs, etc.)
tags, labels
agendas/minutes from meetings
union contract

Signs

safety
location
machinery
informational
maps (floor plan, fire escape)

Appendix D

ESL Curriculum Goals Name/Company:

GOALS	very important	important	somewhat important
Theme: Work Issues/ Communication in the Workplace			
1. To understand implications of time in the U.S.; to learn what's a legitimate excuse for being absent or late to work in the U.S.			
2. To understand pay, benefits, taxes.			
3. To be aware of and understand other work-related problems and solutions.			
4. To communicate problems at work to appropriate person, both orally and in writing.			
5. To suggest solutions to problems at work (meetings w/ supervisors, filing a grievance, etc.).			
6. To understand rights of workers and the laws protecting these rights.			
7. To understand job requirements/skills of present job and those needed for promotion at your company.			
8. Understand how worker fits into overall functioning of workplace, i.e. how worker's particular job is essential to finished product.			
Theme: Health and Safety			
1. To understand company's health and safety rules and regulations.			
2. To understand danger and warning signs at company and be able to identify safety and health hazards in the workplace.			
3. To understand employers' and employees' rights under OSHA and Workers' Compensation laws.			
4. To be able to file a written complaint about a health or safety hazard.			
5. To be able to call in sick, describe an ailment, and report an injury, accident or hazard to fellow worker or supervisor.			

Worker Education Program, Chicago Teachers' Center of Northeastern Illinois University &
the Amalgamated Clothing and Textile Workers Union • 1995

ESL GOALS - Continued	very important	important	somewhat important
6. To be able to fill out an accident report.			
7. To be able to make a doctor's appointment.			
8. To be able to understand doctor's orders, ask and answer questions, ask for clarification.			
9. To be able to get prescribed medications from a pharmacy and read instructions on them.			
10. To be able to fill out an insurance form for a work-related ailment or injury.			
Theme: Quality Control			
1. To be able to name and demonstrate Quality Control checks.			
2. To be able to report a QC problem to machine operator, supervisor, or QC person.			
3. To be able to answer QC questions from machine operator, supervisor, or QC person.			
4. To be able to order new parts from a catalog.			
5. Respond to customer complaints about a faulty product.			
Theme: Work Forms			
1. To read and understand the forms used by workers.			
2. To understand basic units of weights and measurements used on forms and in jobs.			
3. To understand and fill-out other work-related forms: a) tax forms b) job applications.			
Theme: Company Rules			
1. To understand company rules and regulations.			
Others:			

Appendix E

COMMUNICATION

[2] = comprehensible **AND** grammatically accurate

[1] = comprehensible, but **not** grammatically accurate

[0] = incomprehensible, inappropriate or no response

FLUENCY (= extent of comprehensible information conveyed, **independent** of grammatical accuracy)

(3) = elaborate response

(2) = shorter, less elaborate response, but showing effort beyond minimum

(1) = minimum-possible, unelaborated response

(0) = incomprehensible, inappropriate, or no response

SHORT FORM

BASIC ENGLISH SKILLS TEST

ORAL INTERVIEW SECTION SCORING SHEET

(permission to duplicate granted to purchasers of the BEST)

Name _____ **Date of Test** _____

Testing Site _____ **Examiner** _____

Score Summary: **Communication** ☐

Fluency ○

TOTAL ☐ **Program Level** _____

	0	1	2	3
INTRO - NO VISUAL				
1. My name is _____ . What's your name?	☐	☐	☐	
2. Could you spell it, please?	☐	☐	☐	
3. Where are you from?	☐	☐	☐	
4. How long have you lived in the United States?	☐	☐	☐	
5. Do you like living in (state) _____ ? Why?/Why not?	○	○	○	○
VISUAL PAGE 1				
6. What are the children doing?	☐	☐	☐	
VISUAL PAGE 3 (BOTTOM RIGHT, 5:45)				
7. What time is it?	☐	☐	☐	
8. What time did you get up this morning?	☐	☐	☐	
VISUAL PAGE 4				
9. This woman wants to go to the post office, but she's lost. What question does she ask?	☐	☐	☐	

1 - 9 SUB-TOTALS ☐ ○

(over)

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SHORT FORM

VISUAL PAGES 6 - 7	0	1	2	3
10. He wants to buy some apples, but he doesn't know how much they cost. What question could he ask?	□	□	□	
11. He also wants to buy a chicken. It costs $2.67. Show me how much money he needs . . . Two-sixty-seven.	□	□		
12. Is shopping in (native country) and the United States the same? (no score) How is it different/the same?	○	○	○	○

VISUAL PAGE 14				
13. What do you think happened?	○	○	○	○
14. What are they going to do next?	○	○	○	○
15. How do you think he feels?	□	□	□	
16. In your estimation, was the youngster neglectful?	□	□		
17. Do you think the child was wrong? (no score) Why?/Why not?	○	○	○	○

VISUAL PAGE 15				
18. These people work in a restaurant. Which job would you like to have? (no score) Why?/Why not?	○	○	○	○

10 - 18 SUB-TOTAL □ ○

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Name: _____

Please write about your job. Where do you work? What do you do?

Nombre: _____

Por favor, escriba algo acerca de su trabajo. ¿Dónde trabaja usted? ¿Qué hace en su trabajo?

Project EXCEL

Holistic Scoring

July 1991

Scores	Description
0	Pre-Writer

Respondent declines to attempt to produce a writing sample in the language of the prompt. Papers which contain a listing of words unrelated to the topic may also fall into this category.

1 Rudimentary Writing Skills

A paper in this category will demonstrate ability to write recognizable words, phrases, clusters or rudimentary clauses with some relationship to the topic. It will have one or more of the following features:

-- Serious errors in usage and/or structure;
-- Little or no development of the topic;
-- Illogical or incoherent;
-- May reflect the writer's inability to comprehend the prompt;
-- Languages may be mixed with serious errors in usage and structure.

Papers which are severely under-developed may also fall into this category.

2 Beginning Writing Skills

A paper in this category shows that the writer can produce clauses and/or sentences related to the topic which begin to resemble a developed idea. Papers at this level may have one or more of the following:

-- One or more main points, which will probably not be well developed or supported with detail;
-- Serious and frequent errors in usage or sentence structure which frequently obscure meaning;
Points which are irrelevant to the main topic;

Code switching may occurs in a paper at this level but: (1) may be so extensive so as to make the paper incomprehensible to all but bilingual persons; or (2) may result in an insufficiently large sample of the target language that it is difficult to assess the level of writing skill in that language.

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3 Some Developing Competence

A paper at this level contains sentences which relate to and begin to develop the topic, although it may remain flawed on either the rhetorical or syntactic level (or both). Papers at this level may have one or more of the following features:

-- Some organizational development but it may not be adequate;
-- Generalization or points made by the writer may not be supported or illustrated in appropriate or sufficient detail;
-- May still have some errors in sentence structure and word usage and may include some noticeably inappropriate choice of words and word forms.
-- Code switching may occur, but writer displays some competence in the usage of both languages. Code switching may occasionally obscure meaning for a non-bilingual reader.

4 Basic Competence

Papers in this category demonstrate basic competence in the target language. They are adequately organized and address the writing topic suitably --even if some parts of the task may be slighted. Papers should have the following features;

-- Main points and ideas are illustrated or supported with sufficient details and/or examples;
-- Demonstrates basic competence in syntax and usage;
-- Flaws in the choice of and/or usage of words or sentence structures may obscure meaning but occur only occasionally;
-- Code switching which obscures meaning to non-bilingual readers occurs only occasionally;
-- Basic usage of punctuation.

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5 Competence on Rhetorical and Syntactic Levels, with Occasional Errors

Papers in this category must demonstrate some competence in both the rhetorical and syntactic levels. A paper in this category should include the following features:

-- Generally well organized and well developed (more details that a level four paper and less than a level six);
-- May address some parts of the task more effectively that others, but all should be addressed in some way;
-- Shows unity, coherence and progression;
-- Demonstrates some syntactic variety and range of vocabulary;
-- Displays facility in the target language, although may have more errors than does a level six paper;
-- May contain words and phrases from another language which do not obscure the meaning of the paper in the target language for a non-bilingual reader;
-- Competent usage of appropriate punctuation.

6 Clear Competence on Rhetorical and Syntactic Levels. Possible Occasional Errors

A paper at this level is clearly competent in the target language on both the rhetorical and syntactic levels. A paper in this category should include the following features:

-- Well organized and well developed;
-- Effectively address the writing task;
-- Uses appropriate details to support a main idea or illustrate points;
-- Shows unity, coherence, and progression;
-- Displays consistent facility in the use of the target language;
-- Demonstrates syntactic variety and appropriate word choice; and
-- Where code switching occurs, the other language is used effectively to enrich the paper and the paper can be clearly understood in the target language.

3/7/95

Nombre: Eustaquio Delgado

Por favor escriba algo acerca de su trabajo. ¿Dónde trabaja usted? ¿Qué hace en su trabajo?

bueno acerca de mi trabajo
lo que hago en carnicería
cortar, acomodar con
tarimas y tocar te a las
clases con niños nos
divertimos y bien pero
no puedo explicar muy
bien pero es bonito
la vida a mi me parece
a poco

también con
con jaula

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0

2

Nombre: MANUELA.CASAS.3-7-95

Por favor escriba algo acerca de su trabajo. ¿Dónde trabaja usted? ¿Qué hace en su trabajo?

YO.TRABAJO EN JUNGLAIN ENTRE EL 84 DE MAYO. 11. Years ME GUSTA MI Trabajo ESTOY FELIS ME GUSTA BENIR A LA CLASE PARA Aprender INGLES YO bibo EN. BENSENVILLE MI Diresion ES 196. ROSE. ST 60106.

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0

2

1/19/95

Name: Owen Myong # 2530 · Alphabet Class

Please [redacted]e about your job. Where do you work? What do you [redacted]?

Pre Test

My Job is SAWing

Wife

Husband

School

Father

Mother

Sister

Cooking

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1.5

1/17/95

Name: Kieu Tran 2546 - Alphabet Class Pre Test

Please w[redacted]bout your job. Where do you work? What do you d[redacted]

My job is wrong. Enro I am working. wrong

1

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1/17/95

Name: ANH TUYET - THI - TA 2514 - Alphabet Class

Please [redacted]bout your job. Where do you work? What do you [redacted]

Pre Test

I WORK ENRO COMPANY

4300 LEESTOWN Drive Louisville, KY. 40213

I SEW 2ND Sleeve

I WORK ENRO about two years ago

2

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Suncast JUNE 94
T. TH
A.M

Nombre: Consepcion Mendez

Por favor escriba algo acerca de su trabajo. ¿Dónde trabaja [redacted] ¿Qué hace en su trabajo?

I WARKN In SunCast

[redacted] DAPARMAT IS MolDinG

May Supervisor IS BeRy

I WARKN For For ye[redacted]

2

BEST COPY AVAILABLE

Name: MARÍA HUERTERO. 01/95

Please [redacted] about your job. Where do you work? What do you

January 17 1995.

MY NAME is María Huertero

I work in Department XX 200

~~Dear question.~~

I work in line the asamble hanger bar this line Na use Tools San time change Diferents, s line ejemple in the line 17 use Tool, hammer, wrench, pliers screwdriver

12.5

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Name: MARIA RAMIREZ 3/2/95

Please [redacted] about your job. Where do you work? What do you

I work at Juno lighting.

I work in the APARTamet Tow hundred.

My Job is Assembly I assembly Jamger bar

Sometimes I go to the line in the Line I assembly

differents Parts Or sometimes I rivet machine

I work in the machine Screws or I Mak frame

I put J. box I sprins

3

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INDIVIDUAL EDUCATIONAL PLAN — CTC/ACTWU WORKER EDUCATION PROGRAM

Name: _____ **Class:**_____ **Teacher:**_____ **Date:**_____

GOALS: I need to be able to...	I can do this now.	Very Important	Important	Not Important
communicate problems to my supervisor.				
describe what I do and what I use on the job.				
understand pay, benefits, and taxes.				
understand workers' rights and the laws protecting them.				
take advantage of my union membership.				
understand health and safety rules.				
understand danger and warning signs at work.				
report health and safety hazards.				
call in sick or late.				
report an accident or injury.				
ask and answer questions from supervisors and managers.				
read and understand written matterials at work: notices, labels, orders, lists of materials, etc.				
request information or materials.				
understand and fill-out forms: insurance forms, vacation request, accident report, daily production report, etc.				
use basic math: add, subtract, multiply.				
understand weights and measures used at work.				
Other:				

Appendix H

Theme: Work Issues/Communication in the Workplace

Goal	Language Skills	Lesson Ideas/Activities	Materials
7 To understand job requirements/skills needed for promotion at your company	simple present: affirmative, negative, yes/no questions adverbs of frequency there is/there are	•make chart on board of what workers do at work by having students ask each other questions, then fill in the chart •same as above, w/adverbs of frequency: "How often do you...at work?"	On Your Way, units 1, 3, 7, 9 & 11 Practical English, chapts. 7, 9 Side by Side, bk 1, units 1-11 Speaking of Survival, pgs. 82-96 photos of workplace ESL for Action, Unit 3
		•talk & write about where students work and what they do at work, using information from completed chart	blackboard, handouts to guide questions if needed & completed chart
	vocabulary used on the job	•LEA about everyone's job, then do follow-up (cloze, dictation, strip story)	English for Adult Competency, chapt. 7 blackboard
		•train/explain your job to a classmate	handouts, strip story
	vocabulary to talk about job skills, characteristics of workers (efficient, hard-working, etc)	•use "job banks" to build work vocabulary	tape recordings of work-related dialogues, written sample dialogues, role cards
	I like + infinitive or gerund (I like to work alone, I don't like working with numbers, etc.)	•roleplay work scenarios using high frequency vocabulary words	blackboard, vocabulary list generated from brainstorming flash cards, concentration cards
		•brainstorm qualities of a good worker	On Your Way, unit 12 Side by Side, bk 1, unit 18, bk 2, unit 20
	simple past & " used to" for describing your work history question formation & question words (When do I start?, What's the salary?, Who do I see about...?, etc.	•flash cards, concentration cards of opposite adjectives describing characteristics of workers •discuss qualities /skills needed for promotion at your company	Tuning in to Spoken Messages, Unit 8 (different skills for different jobs) authentic job ads & job announcements, worksheets on these, job application forms
		•listening comprehension & discussion on job skills	Side by Side, bk 1, units 14-18 Practical English, chapts. 5, 13, 14 role cards
	function: formal introductions (How do you do, Nice to meet you, etc. for interview situations	•read job ads in newspaper & job announcements at work •fill out job application •roleplay a job interview •problem solving/roleplay: choose best candidate for a specific job at your company •grammar work in context of talking about job skills, work history and job interviews (sample dialogues, LEA's, sentence completions, dictations, oral practice)	Speaking Up at Work, pgs 136-141, 169-178 Working in English, chapts. 2-4, 15 chart w/characteristics of various candidates for a job, roleplay cards On Your Way, units 1 & 2 Functioning in English, unit 1 Speaking of Survival, pgs. 82-96

Appendix I

Class Objectives and Student Progress Report

WEP Site: _____ Student: _____

Class: _____ Dates: From _____ To _____

Teacher: _____

OBJECTIVES	no	some	yes	EXPLANATION

Comments:

Class Objectives and Student Progress Report

WEP Site: _____ Factory X _____ **Student:** _____

Class: ___ Beginning ESL _____ **Dates:** From _____ To _____

Teacher: _____

OBJECTIVES	no	some	yes	EXPLANATION
1. Name and write at least 8 parts on assembly lines.				
2. Orally state and write 5-10 job steps at work and at home using the Language Experience Approach. (i.e. I punch in at 9:00. I put on my safety glasses. I rivet the can.)				
3. Understand difference between simple present and present progressive by converting sentences (job steps...) orally and in a writing exercise.				
4. Understand and use final -s/-es with 3rd person singular of present tense verbs by discussing other peoples' jobs steps...				
5. Describe tools, skills and qualifications for jobs at Factory X using -need & -can in the affirmative & the negative.				
6. Inquire about specifics about a job during an interview.				
7. Match a job with the appropriate skills.				
Literacy				
1. Spell first and last name & fill out a simple application/form w/o assistance .				
2. Answer questions related to personal information.				
3. State the months of the year and the date.				
4. Review today, yesterday, tomorrow & write days of the week.				

Comments:

Appendix J

Lesson Plan

	Description of Activity	Estimated Time	Materials Needed
I. Warm-up			
II. Review Previous Material			
III. Present New Material			
IV. Guided Practice			
V. Application to Workplace			
VI. Wrap-up			

Lesson Plan

	Description of Activity	Estimated Time	Materials Needed
I. Warm-up	Assembly parts scavenger hunt. Teams receive lists of parts to retrieve on factory floor. Groups will share what they found w/ rest of class.	15 min.	Assembly parts list Bags
II. Review Previous Material	↓	↓	↓
III. Present New Material	Introduce job duties & skills. What duties/skills do these occupations require/have? what tools & supplies are needed?	15-20 min.	chalkboard
IV. Guided Practice	Student work on matching worksheet individually. Student then divide into pairs & practice dialogue on p 116 Close books Ask S's related questions regarding info about their jobs.	5 min. 10-15 min.	Working in English
V. Application to Workplace	S's return to pairs & practice/apply practiced dialogues incorporating Factory X vocabulary	10 min	"
VI. Wrap-up	short dictation from dialogues	5 min.	

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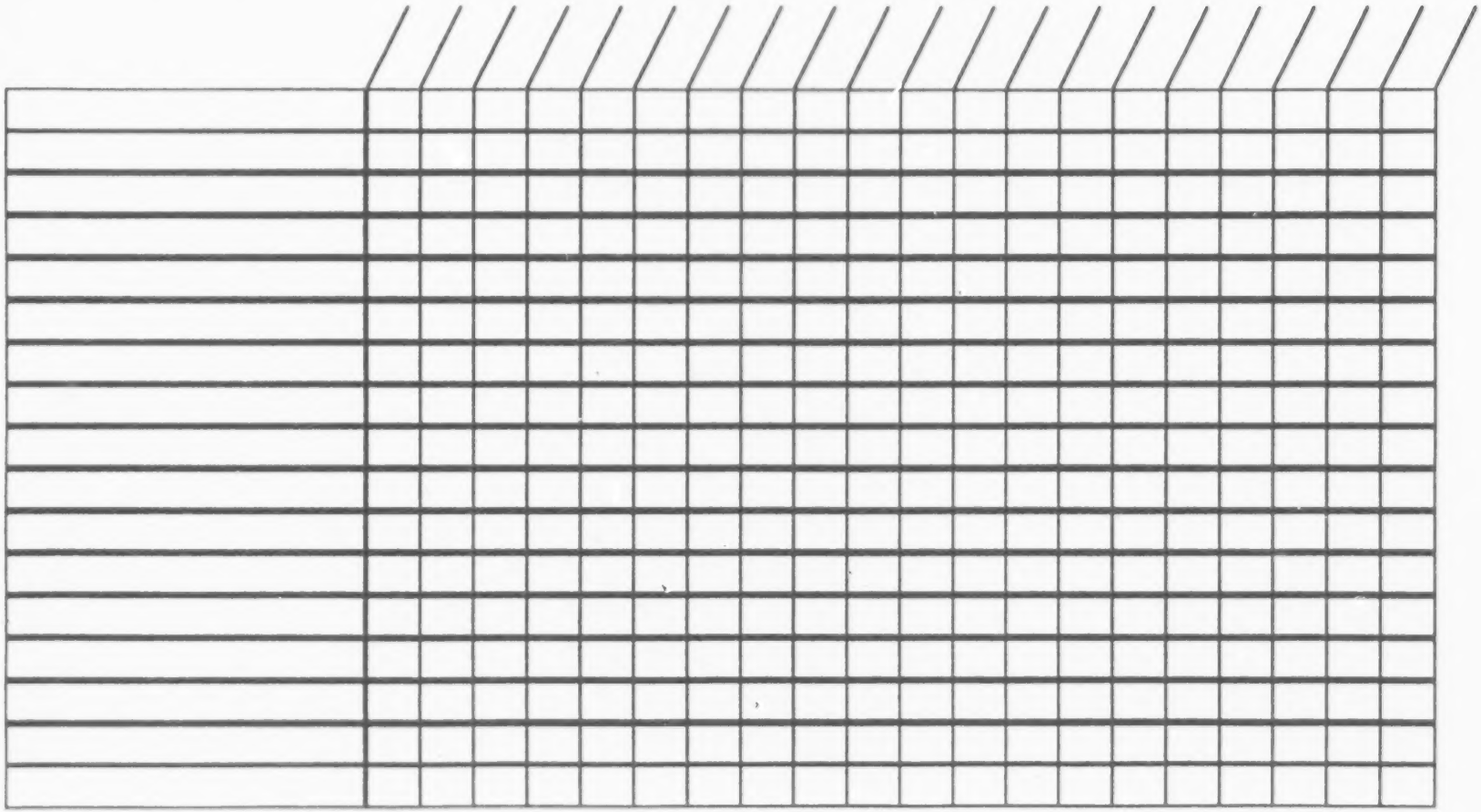
Appendix K

Class Roster

Teacher _____ Class Site _____

Subject _____ Class Schedule _____



Appendix L

Class Objectives and Student Progress Report

WEP Site: Factory X Student: E.

Class: Beg. ESL Dates: From _____ To _____

Teacher: _____

OBJECTIVES	no	some	yes	EXPLANATION
1. Name and write at least 8 parts on assembly lines.				E. didn't work on much of this. This level is too difficult for him.
2. Orally state and write 5-10 job steps at work and at home using the Language Experience Approach. (i.e. I punch in at 9:00. I put on my safety glasses. I rivet the can.)				
3. Understand difference between simple present and present progressive by converting sentences (job steps...) orally and in a writing exercise.				
4. Understand and use final -s/-es with 3rd person singular of present tense verbs by discussing other peoples' jobs steps..				
5. Describe tools, skills and qualifications for jobs at Factory X using -need & -can in the affirmative & the negative.		✓		E. practiced can/can't related to skills. Though he often needs repetition, he is usually able to respond appropriately
6. Inquire about specifics about a job during an interview.				
7. Match a job with the appropriate skills.				
Literacy				
1. Spell first and last name & fill out a simple application/form w/o assistance .		✓		E. could only complete form in class w/some assistance.
2. Answer questions related to personal information.				
3. State the months of the year and the date.		✓		Still not completely confident w/ vocab: month, year, date
4. Review today, yesterday, tomorrow & write days of the week.			✓	He can copy days of week in book.

Comments:

Class Objectives and Student Progress Report

WEP Site: Factory X Student: M.

Class: Beg. ESL Dates: From _____ To _____

Teacher: _____

OBJECTIVES	no	some	yes	EXPLANATION
1. Name and write at least 8 parts on assembly lines.			✓	M. could correctly identify & write 3 parts & now is able to identify & write 10.
2. Orally state and write 5-10 job steps at work and at home using the Language Experience Approach. (i.e. I punch in at 9:00. I put on my safety glasses. I rivet the can.)	✓			M. missed a couple of classes.
3. Understand difference between simple present and present progressive by converting sentences (job steps...) orally and in a writing exercise.	✓			We didn't do this.
4. Understand and use final -s/-es with 3rd person singular of present tense verbs by discussing other peoples' jobs steps..		✓		M. practiced this some, but can only do so when reminded.
5. Describe tools, skills and qualifications for jobs at Factory X using -need & -can in the affirmative & the negative.		✓		speaking skills generally good, but grammar not always correct
6. Inquire about specifics about a job during an interview.				
7. Match a job with the appropriate skills.	✓			
Literacy		✓		We didn't do this.
1. Spell first and last name & fill out a simple application/form w/o assistance .				
2. Answer questions related to personal information.				M. was able to complete a matching ex. w/ just 2/3 errors
3. State the months of the year and the date.				
4. Review today, yesterday, tomorrow & write days of the week.				

Comments:

83

Appendix M

WORKER EDUCATION PROGRAM

Pre Questions for Classroom Observations

Teacher_____ Date_____

1. What are your objectives in this lesson?

2. Will it be a typical lesson? Or different? In what way?

3. Is the lesson part of a unit you have been working on? What came before this?

4. As the observer watches your students, should she pay attention to anything in particular?

WORKER EDUCATION PROGRAM

Post Observation Questions

Teacher_____ Date_____

1. How did you think the class went? (Did you accomplish what you wanted to?)

2. What do you plan to do in the next class?

3. What kinds of things are typical of what you do in your class on a regular basis?

4. Why did you choose this particular topic for students to work on? Does this relate somehow to issues your students are dealing with?

TEACHER OBSERVATION

NAME_____DATE_____

Regarding the class you have just finished teaching, I think I...

CLASSROOM ATMOSPHERE	yes	some what	no	comments
1. made effective use of class time.				
2. had students seated in the most effective way possible.				
3. circulated near my students rather than standing or sitting in one place too long.				
4. used my students' names.				
5. created a comfortable atmosphere, in which students felt free to ask questions and express opinions without being asked to.				
6. related to my students as adult learners.				
THE LESSON ITSELF				
1. had a stimulating, well-paced class.				
2. presented a lesson reflecting the teaching methodology of the curriculum guide.				
3. presented a lesson using the Worker Education Program curriculum objectives.				
4. provided for a student-centered warm-up activity if appropriate.				
5. had students review previously taught material orally and meaningfully.				
6. spent an appropriate amount of time on each activity.				
7. gave brief directions that were clear and not overly complex.				
8. led students to discover rather than explaining everything myself first.				
9. provided a progressive sequence of activities.				
10. incorporated workplace language competencies and vocabulary.				
11. incorporated activities that were applicable to students' lives.				

VARIETY IN LEARNING ACTIVITIES	yes	some what	no	comments
1. provided for practice in the four basic language skills as related to lesson content. 2. used workplace specific materials. 3. used a variety of materials such as tapes, books, pictures, realia, readings, handouts, etc. 4. effectively used instructional materials (i.e. pre-writing, pre-reading, pre-listening activities). 5. provided for variation in student grouping: whole class, small groups, pairs. 6. made use of a variety of activities, changing activities to meet the students' needs.				
STUDENT PARTICIPATION 1. provided oral practice activities. 2. used techniques to maximize student talk and minimize teacher talk. 3. successfully implemented classroom activities appropriate to a multi-level class. 4. tried to elicit examples and definitions from students, rather than supplying them myself first.				
FEEDBACK AND CORRECTION 1. encouraged students to monitor and correct their own mistakes. 2. corrected errors in a way that neither impeded nor interferred with communication. 3. provided students with the opportunity to feel successful.				

Class Objectives and Student Progress Report

WEP Site: *Factory X* **Student:** _____

Class: *Beginning ESL* **Dates:** From ___/___ to ___/___ 19___

Teacher: _____

Theme Code	Goal Number	Objectives	No	Some what	Yes	Explanation
WI	7	1. Name & write at least 8 assembly parts on assembly lines.				
WI	7	2. Orally state & write 5-10 job steps at work & at home using LEA.				
WI	7	3. Understand difference between simple present & present progressive by converting sentences (job steps) orally & in writing.				
WI	7	4. Use the final -s/-es with 3rd person singular of present tenses verbs when discussing other peoples' job steps.				
WI	7	5. Describe tools, skills & qualifications for jobs at Factory X using -need & -can in the affirmative.				
WI	7	6. Match a job with the appropriate skills.				
		LITERACY				
WI	7	1. Spell first & last name and fill out a simple application/form w/o assistance.				
WI	7	2. Answer questions related to personal information, (i.e. address, phone...)				
WI	7	3. State the months of the year and date.				
WI	7	4. Review today, yesterday, tomorrow & write days of the week.				

Theme Codes:

H S = Health & Safety
W F = Work Forms
C R = Company Rules
Q C = Quality Control
W I = Work Issues

At the end of this course, would you say the learner performed:
(Check only one)

____ Above a satisfactory level?
____ At a satisfactory level?
____ Below a satisfactory level?

Comments:

TEACHER OBSERVATION

NAME_____DATE_____

Regarding the class you have just finished teaching, I think you...

CLASSROOM ATMOSPHERE	yes	some what	no	comments
1. made effective use of class time.				
2. had students seated in the most effective way possible.				
3. circulated near your students rather than standing or sitting in one place too long.				
4. used your students' names.				
5. created a comfortable atmosphere, in which students felt free to ask questions and express opinions without being asked to.				
6. related to your students as adult learners.				
THE LESSON ITSELF				
1. had a stimulating, well-paced class.				
2. presented a lesson reflecting the teaching methodology of the curriculum guide.				
3. presented a lesson using the Worker Education Program curriculum objectives.				
4. provided for a student-centered warm-up activity if appropriate.				
5. had students review previously taught material orally and meaningfully.				
6. spent an appropriate amount of time on each activity.				
7. gave brief directions that were clear and not overly complex.				
8. led students to discover rather than explaining everything yourself first.				
9. provided a progressive sequence of activities.				
10. incorporated workplace language competencies and vocabulary.				
11. incorporated activities that were applicable to students' lives.				

VARIETY IN LEARNING ACTIVITIES	yes	some what	no	comments
1. provided for practice in the four basic language skills as related to lesson content.				
2. used workplace specific materials.				
3. used a variety of materials such as tapes, books, pictures, realia, readings, handouts, etc.				
4. effectively used instructional materials (i.e. pre-writing, pre-reading, pre-listening activities).				
5. provided for variation in student grouping: whole class, small groups, pairs.				
6. made use of a variety of activities, changing activities to meet the students' needs.				
STUDENT PARTICIPATION				
1. provided oral practice activities.				
2. used techniques to maximize student talk and minimize teacher talk.				
3. successfully implemented classroom activities appropriate to a multi-level class.				
4. tried to elicit examples and definitions from students, rather than supplying them yourself first.				
FEEDBACK AND CORRECTION				
1. encouraged students to monitor and correct their own mistakes.				
2. corrected errors in a way that neither impeded nor interferred with communication.				
3. provided students with the opportunity to feel successful.				

Appendix N

Company:_____ **Date:**_____

Teacher:_____ **Class Schedule:**_____

ACTWU Worker Education Program
English Class Evaluation

Dear Students,

The purpose of this questionnaire is to find out how you think the class is going. Your answers will help us make improvements in teaching methods, class materials and topics. We appreciate your cooperation in answering the following questions.

	Low				High
1. There is a comfortable, pleasant atmosphere in my class.	1	2	3	4	5
2. The teacher gives good, clear explanations.	1	2	3	4	5
3. I like the book we use in class.	1	2	3	4	5
4. The teacher aide in the class is helpful. (do not answer if you don't have a teacher aide)	1	2	3	4	5

5. I would like to spend more time in English class on the following language skill area(s) (circle **one** or **two** that apply):

speaking **listening** **reading** **writing**

6. The level of difficulty of the class is (circle one):

too easy **too difficult** **just right**

7. The most useful things I've learned in class have been:

8. The most useful class activities have been:

9. Have your work skills improved as a result of taking this class? In what ways?

10. Have you spoken English more on your job or outside of the class? If so, give one example of this.

11. What suggestions can you give for improving the class?

12. Would you recommend this class to a co-worker?

Compañía:_____ **Fecha:**_____

Maestro(a):_____ **Horario de la clase:**_____

Programa Educativo del Sindicato ACTWU
Evaluación de la clase de inglés

Queridos alumnos,

Esta encuesta es para averigüar su opinión sobre la clase de inglés. Nos sirverá para mejorar los métodos de enseñanza, la materia, y los temas de la clase. Les agradecemos su cooperación.

	Bajo				Alto
1. Hay un ambiente agradable en la clase.	1	2	3	4	5
2. El maestro/la maestra explica bien la lección.	1	2	3	4	5
3. Me gusta el libro que usamos en clase.	1	2	3	4	5
4. El/La asistente al maestro/la maestra en la clase es útil.	1	2	3	4	5

5. Me gustaría pasar más tiempo de la clase para practicar lo siguiente en inglés (encierre en un círculo **uno** o **dos** que aplican):

hablar **escuchar** **leer** **escribir**

6. El nivel de dificultad de la clase es (encierre en un círculo su respuesta):

demasiado fácil **demasiado difícil** **apropriado**

7. Hasta ahora, lo más útil que he aprendido en la clase es:

8. Las actividades de clase que más me han gustado son:

9. ¿Le ha ayudado esta clase en cuanto a mejorar sus habilidades en el trabajo? Explique.

10. ¿Ha hablado inglés más en el trabajo y fuera de la clase? Si la respuesta es afirmativa, ¿en qué situaciones?

11. ¿Qué sugerencias daría ud. para mejorar la clase?

12. ¿Recomendaría usted esta clase a un(a) compañero(a) de trabajo?

Date: _____ Teacher: _____

PARTICIPANT EVALUATION OF MATH CLASS

The purpose of this evaluation is to find out what you think about the math course you just completed. Your answers will help make changes and improvements in teaching methods, class materials, and related topics. We appreciate your cooperation in answering the following questions.

1. Were the explanations clear and understandable?

   Yes, very Yes, somewhat No opinion Not very Not at all

2. Was the teacher effective?

   Yes, very Yes, somewhat No opinion Not very Not at all

3. Were the handouts helpful?

   Yes, very Yes, somewhat No opinion Not very Not at all

4. Was the book helpful?

   Yes, very Yes, somwhat No opinion Not very Not at all

5. Were the class activities helpful?

   Yes, very Yes, somwhat No opinion Not very Not at all

6. Would you recommend similar classes to be held in the future?

   Yes, very Yes, somewhat No opinion Not very Not at all

7. How would you rate the classes overall?

   Excellent Good Fair Poor

Worker Education Program, Chicago Teachers' Center at Northeastern Illinois University & the Amalgamated Clothing and Textile Workers Union

8. The most useful math skills that I learned in class were:

9. In what way have these classes helped you with your job?

10. What did you like most about the class?

11. What would you like to have spent more time on?

12. What did we not cover that we should have?

13. What suggestions can you give to improve the class?

OMB No.: 1875-0105
Expires: Nov. 30, 1997

LEARNER ASSESSMENT FORM

The United States Department of Education is concerned with protecting the privacy of individuals who participate in voluntary surveys. Your responses will be combined with those of other survey participants, and the answers you give will never be identified as yours. This survey is authorized by law (20 U.S.C. 1221e.1). You may skip questions you do not want to answer, however, we hope you will answer as many as you can. It is expected that this form will require approximately 10 minutes to complete. If you have any comments regarding the burden estimates or any other aspect of this collection of information, including suggestions for reducing the burden, please send them to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, DC 20503.

BEGIN HERE →

YOUR INSTRUCTOR WILL COMPLETE THESE QUESTIONS

↓

A. **Course Number:** _____ **Course Name:** _____

B. **Who completed this form?**

(MARK ONE BOX)

- ☐ The learner
- ☐ The learner, with assistance from instructor or project staff
- ☐ An instructor or project staff member with information provided by the learner
- ☐ Other (*Please Specify:* _____)

C. **Date Form Completed:**

|__|__| |__|__| 19 |__|__|
Month Day Year

LEARNER ASSESSMENT FORM

1. **Name:**

_____ _____

(Last) (First)

2 **Social Security Number:***

|_|_|_|-|_|_|-|_|_|_|_|

3 **In the future, do you plan to take any of the following courses?**

(MARK ONE ON EACH LINE)

	Plan to Take	Do Not Plan to Take
A basic skills course in reading, writing, or math	☐	☐
A course in using English (such as ESL)	☐	☐
A computer course	☐	☐
A GED course or the GED exam	☐	☐
Courses to get an occupational certificate	☐	☐
A job training course	☐	☐
Courses leading to a 2-year or 4-year college degree	☐	☐
A home-study course	☐	☐
Other (*Please Specify:* _____)	☐	☐

* Giving us your Social Security number is completely voluntary and there is no penalty for not disclosing it. It is needed so that any information obtained later gets correctly matched with the same individual; your identity will be removed from all records once this match is made. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 1221e.1).

4. **Since this course began, have you:**

(MARK ONE ON EACH LINE)

	Yes	No
Learned what you wanted to learn in this course?	☐	☐
Changed your educational or career goals?	☐	☐
Had more responsibility added to your job?	☐	☐
Moved to a shift you prefer?	☐	☐
Switched from part-time to full-time?	☐	☐
Received a pay raise?	☐	☐
Been promoted?	☐	☐
Received an award, bonus, or other special recognition on your job?	☐	☐
Received your GED?	☐	☐
Applied for a new job?	☐	☐
Started a new job at another company?	☐	☐
Been laid off?	☐	☐
Left your job for any other reason? (*Please Specify:* _____)	☐	☐

5. **Please rate your ability to perform each of the following activities:**

	(PLEASE MARK ONE RESPONSE FOR EVERY ACTIVITY)			
	Poor	Fair	Good	Excellent
Read English	☐	☐	☐	☐
Understand English	☐	☐	☐	☐
Speak English	☐	☐	☐	☐
Write in English	☐	☐	☐	☐
Work as part of a team	☐	☐	☐	☐
Use math	☐	☐	☐	☐
Solve problems/use reasoning	☐	☐	☐	☐

Appendix O

Date_____ Completed by:_____

Position at ACTWU:_____

Union Evaluation of the Effectiveness of the Worker Education Program

Union Competencies (Explain on other side).	Yes	Some	No	Unsure
1. Has the Worker Education Program served the diverse needs of ACTWU members?				
2. Has the program increased union members' job advancement opportunities at the workplace?				
3. Has the program assisted union members' employment security?				
4. Has the program increased awareness about health and safety issues at the workplace?				
5. Has the program assisted members to know more about union benefits i.e. health and social services?				
6. Have workers' oral English skills increased?				
7. Have workers written English skills increased?				
8. Are steward and union meetings conducted more often in English?				
9. Are participants in the program attending more union sponsored events?				
10. Is the program helping the union reach out to new members?				
11. Have any participants become more involved in contract negotiation committees?				
12. Are program educators and administration sensitive to the union's needs and special interests?				
13. Are workers more willing to apply for new job opportunities and promotions at their workplaces?				
14. Have participants demonstrated increased self-esteem?				
15. Have participants demonstrated increased basic skills?				
16. Does the program curriculum reflect the needs of union members?				

Worker Education Program, Chicago Teachers' Center of Northeastern Illinois University & the Amalgamated Clothing and Textile Workers' Union

Union Evaluation of the Effectiveness of the Worker Education Program, cont.

Union Competencies	Yes	Some	No	Unsure
17. Do participants get along better with their co-workers and work better as a team?				
18. Has communication improved between supervisors and participants?				
19. Have participants improved their problem-solving skills?				
20. Do participants better understand and use the grievance procedure?				
21. Do participants have a more positive attitude at work?				
22. Have any participants been promoted? Who? (List below).				
Names of promoted students:				

Explanation of responses and/or additional comments about the Worker Education Program:

Some questions adapted from *Worker-Centered Learning: A Union Guide to Workplace Literacy,* AFL-CIO Human Resource Development, T. Sarmiento and A. Kay, 1990.
Worker Education Program, Chicago Teachers' Center at Northeastern Illinois University and the Amalgamated Clothing and Textile Workers Union.

Company: _____ **Date:** _____

Completed by:_____ **Position:**_____

Company Evaluation of the Worker Education Program

Work Competencies	Yes	Some	No	Unsure
1. Have workers' absenteeism rates decreased?				
2. Has on-line production increased?				
3. Have errors and waste decreased?				
4. Has product quality control improved?				
5. Have accidents and injuries on-the-job decreased?				
6. Has workers' self-confidence noticeably increased?				
7. Has anyone attending the Worker Education Program classes been promoted? Who? (List on back)				
8. Have there been fewer communication problems?				
9. Are workers speaking English more often to you or to other supervisory personnel?				
10. Has workers' on-the-job performance improved?				
11. Have workers' computation and measurement skills improved?				
12. Have workers' writing skills improved?				
13. Have workers' reading and comprehension skills improved?				
14. Are workers performing teamwork tasks in an enhanced manner?				
15. Are workers participating more fully in staff meetings?				

Additional comments about the Worker Education Program's Classes:

Worker Education Program, Chicago Teachers' Center of Northeastern Illinois University & the Amalgamated Clothing and Textile Workers' Union

Company Evaluation of the Worker Education Program, cont.

Name of Promoted Student	Approx Date of Promotion	Previous Position	New Position

3.7.95

Name: Gerardo Ayala

Please [redacted] about your job. Where do you work? What do you [redacted]

I work in Juno Lighting, I started to work in Juno on July 30 of 1987.

I work for 10 months on (department #200) assembly line and after that time, I got promoted to receiving department, since that time I have been working on receiving.

My duties on receiving are collect material for the different companies, this material is going to be painted.

Another things to me to do are receive material from different companies, take material to the lines, put material on location. (stock).

Amen.

4.5

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3/10/95

Name: Kam Sheung Yu

Please [redacted]bout your job. Where do you work? What do you[redacted]

My name is Kam Sheung Yu. I work at Oxford x Clothes Inc. that is located in 1220 W. Van Buren Chicago IL. The company makes mens suits and that are made by hand. The suits are very expensive.

This is my first job in the United States. I work on the sixth floor. My position is trimmer. I Trim the lining of sleeves. Sometimes I take the measurement of the sleeves also.

[redacted]

5

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DIRECTIONS: For Numbers 1 through 25 work the mathematics problems. Reduce fractions to lowest terms. Do your work on scratch paper; then choose the answer you think is correct. On your answer sheet, fill in the space that goes with the answer you choose. If the correct answer is not given, fill in the space that goes with None of these.

1

$$\begin{array}{r} 200 \\ -\ \ 8 \\ \hline \end{array}$$

A 120
B 192
C 208
D 292
E None of these

2

$$\begin{array}{r} 90 \\ \times\ \ 7 \\ \hline \end{array}$$

F 160
G 630
H 631
J 637
K None of these

3

$$\begin{array}{r} 7546 \\ +\ 9786 \\ \hline \end{array}$$

A 16,332
B 17,232
C 17,322
D 17,332
E None of these

4

$$\begin{array}{r} 281 \\ -\ 249 \\ \hline \end{array}$$

F 30
G 32
H 40
J 42
K None of these

5

$$\begin{array}{r} \$76.21 \\ -\ \ 60.18 \\ \hline \end{array}$$

A $10.03
B $16.03
C $16.10
D $16.23
E None of these

6

$$\begin{array}{r} 457 \\ 82 \\ +\ \ 68 \\ \hline \end{array}$$

F 497
G 507
H 597
J 607
K None of these

7

$$\begin{array}{r} 7.428 \\ -\ 1.003 \\ \hline \end{array}$$

A 0.6425
B 6.005
C 6.425
D 64.25
E None of these

8

$$\begin{array}{r} 67 \\ \times\ \ 6 \\ \hline \end{array}$$

F 242
G 362
H 384
J 402
K None of these

9

$14\overline{)45}$

A 3
B 3 R 3
C 3 R 7
D 4
E None of these

10

$$\begin{array}{r} \$5.74 \\ \times\ \ 26 \\ \hline \end{array}$$

F $135.04
G $145.24
H $149.04
J $149.24
K None of these

11

$2\overline{)0.64}$

A 0.032
B 0.32
C 3.2
D 32.0
E None of these

12

$25\overline{)375}$

F 11
G 15
H 105
J 150
K None of these

13

$\frac{1}{7} \div \frac{1}{7} =$

A $\frac{1}{49}$
B 1
C 7
D 49
E None of these

14

$$\begin{array}{r} 1\frac{1}{6} \\ +\ 2\frac{5}{6} \\ \hline \end{array}$$

F 5
G $4\frac{1}{6}$
H 4
J $3\frac{1}{2}$
K None of these

15

$0.695 + 0.7 =$

A 0.702
B 1.395
C 7.695
D 13.95
E None of these

16

$0.7 \times 7 =$

F 0.049
G 0.49
H 4.9
J 49.0
K None of these

17

$$\begin{array}{r} 7\frac{7}{8} \\ -\ 2\frac{1}{4} \\ \hline \end{array}$$

A $5\frac{1}{4}$
B $5\frac{3}{8}$
C $5\frac{5}{8}$
D $5\frac{3}{4}$
E None of these

18

$4.9 + 7.38 =$

F 7.87
G 11.389
H 11.47
J 12.28
K None of these

19

$$\begin{array}{r} 5\frac{1}{2} \\ -\ 1\frac{1}{5} \\ \hline \end{array}$$

A $4\frac{1}{10}$
B $4\frac{3}{10}$
C $4\frac{2}{5}$
D $4\frac{7}{10}$
E None of these

20

$0.98 - 0.037 =$

F 0.061
G 0.61
H 0.933
J 0.943
K None of these

21 $\frac{7}{9} + \frac{1}{3} =$

A $\frac{2}{3}$
B 1
C $1\frac{1}{9}$
D $1\frac{1}{3}$
E None of these

22 $\frac{1}{2} \times \frac{2}{3} =$

F $\frac{1}{3}$
G $\frac{1}{2}$
H $\frac{3}{4}$
J $\frac{3}{5}$
K None of these

23 $8^2 + 2^1 =$

A 22
B 24
C 70
D 72
E None of these

24 $9 + {}^-5 =$

F $^-14$
G $^-4$
H 4
J 14
K None of these

25 $(^-3)(^-5)(2) =$

A $^-30$
B $^-6$
C 17
D 30
E None of these

STOP

Form

BASIC ENGLISH SKILLS TEST
LITERACY SKILLS SECTION SCORING SHEET

Name _____ Date of Test _____
Testing Site _____ Examiner _____

Reading Comprehension Total _____ LITERACY SKILLS TOTAL _____
Writing Total _____ Student Performance Level _____

READING
(Writing on reverse side)

Part 2--Calendar

1. October 31 circled..... (__)
2. August 19 circled..... (__)
3. March 7 circled..... (__)
4. December 25 circled..... (__)

Part 3--Food Labels

1. $1.27..... (__)
2. $2.54..... (__)
3. $.79..... (__)

Part 4--Clothing Labels

1. Med(ium)..... (__)
2. $18..... (__)
3. 18..... (__)
4. $6.50..... (__)

Part 7--Telephone Directory

1. 965-2756 circled..... (__)
2. 726-9116 circled..... (__)

Part 8--Train Schedule

1. 5 20P circled..... (__)
2. 1 15P circled..... (__)
3. 5 20P circled..... (__)

Part 9-Reading Passages

1. need must want..... (__)
2. answers driving try..... (__)
3. to can for..... (__)
4. other another each..... (__)
5. in to from..... (__)
6. license state driving..... (__)
7. have has is..... (__)
8. drive test drunk..... (__)
9. right test state..... (__)
10. not won't aren't..... (__)
11. time day here..... (__)
12. must should need..... (__)
13. in since by..... (__)
14. times phones numbers..... (__)
15. information notice appointment..... (__)

Part 10--Ads, Signs, Notices, etc.

1..... b____ (__)
2..... b____ (__)
3..... c____ (__)
4..... d____ (__)
5..... d____ (__)
6..... a____ (__)
7..... b____ (__)
8..... d____ (__)
9..... c____ (__)
10..... b____ (__)
11..... c____ (__)
12..... c____ (__)
13..... c____ (__)
14..... a____ (__)
15..... d____ (__)
16..... a____ (__)
17..... c____ (__)
18..... d____ (__)

READING COMPREHENSION TOTAL____ /49

Form B

WRITING

Part 1 -- Personal Background Form

1. Name (last, first) ..... (--)
2. Sex checked ..... (--)
3. Street number ..... (--)
4. Street name ..... (--)
5. City ..... (--)
6. State ..... (--)
7. Zip Code ..... (--)
8. Place of Birth ..... (--)
9. Sign here ..... (--)
10. Date ..... (--)

Part 5 -- Rent Check

1. Date (last, first) ..... (--)
2. (Mr.) Thomas Johnson ..... (--)
3. 250.00 ..... (--)
4. Two hundred fifty ..... (--)
5. Signature ..... (--)

Part 6 -- Envelope

1. Return address (0,2 points) ..... (--)
2. Sending address (0,2 points) ..... (--)

Part II -- Notes

1. To your English teacher (0,1,3,5, ... ___
2. To an American friend (0,1,3,5) ..... ___

WRITING TOTAL____/29

Appendix F

Chicago Teachers' Center/Northeastern Illinois University
Amalgamated Clothing and Textile Workers Union
Worker Education Program

Instructions for Administering the General Work-Based Assessment

Before you begin administering the **GENERAL WORK-BASED ASSESSMENT** you will need the following materials:

- Listening Script
- Assessment booklets
- ORAL INTERVIEW questions and score sheets
- Picture Cue Book

The **GENERAL WORKBASED ASSESSMENT** consists of three sections:

- I. LISTENING SECTION
- II. READING AND WRITING SECTION
- III. ORAL INTERVIEW

They are divided into sub-sections (i.e. A, B, C) as directions for test items change. In the interest of fair testing practices, be sure your students fully understand the directions within the text of the test. Discuss each section and sub-section if necessary.

Strongly encourage your students to skip questions/readings that are too difficult and go on to the next section or sub-section. They will have a better chance of receiving a higher score if they do not spend unnecessary time on difficult material. Ask them not to share answers or talk during the test. For lower level classes omit pages 7, 8, and 9 from your master assessment booklet before copying. Include these pages for intermediate or higher levels only.

I. LISTENING SECTION (whole group) pp. 1 - 2

Begin administering the assessment with this section. Tell your students you will only read each phrase two times. If students ask you to read the phrase more than twice, explain you cannot and to listen carefully to the next item. When you reach sub-section B, you may wish to clarify the directions. Students have to number the pictures in the order in which they are read. Number one has been filled in as an example.

II. READING AND WRITING SECTION (individual work), pp. 3 - 9.
Advise students to begin, and reinforce previous direction to skip items that are too difficult. Students will work independently on this section.

III. ORAL INTERVIEW
This section can be administered one-on-one with test administrator while other students are working on the READING AND WRITING SECTION.
Choose a space suitable for interviewing students. If you wish to monitor students working on the reading/writing portion of the test, select a space far enough away so as not to distract or disturb anyone. Continue to call students one by one until you have finished assessing everyone in the class.

To administer the ORAL INTERVIEW, ask each question, wait for a response, and mark either 0, 1, 2, or 3. Use the following breakdown as a guide to mark the appropriate number for each individual response.

0 = incomprehensible, inappropriate or no response

1 = comprehensible, minimum-possible, unelaborated response

2 = comprehensible, less elaborate response, grammar not necessarily correct

3 = comprehensible, elaborate response, grammatically correct

Read questions from individual score sheets and use the Picture Cue Book for questions 9. through 14. There are two pictures for question 9 and three for question 14. Choose only one. The alternative picture(s) can be used for post-testing. In the interest of time, do not total the scores for the ORAL INTERVIEW until all students have been interviewed.

A time frame for the **GENERAL WORK-BASED ASSESSMENT** has not yet been determined. The pilot process will ultimately determine how much time should be allotted, and/or if the assessment is too long. For each student, time yourself during the ORAL INTERVIEW and write the time on the bottom of each score sheet. As students turn in their assessment booklets, write the time it took for each person to finish next to the date on the front page.

Scoring the ORAL INTERVIEW

Add each column (1, 2, 3) and record number on the lines provided at the bottom of the score sheet. Write total in space indicated, **TOTAL**. The maximum amount of points that can be achieved by a single student is 35.

Scoring the GENERAL WORK-BASED ASSESSMENT

A master copy of the assessment illustrates the number of points for each test item, and includes maximum totals for each sub-section. One check (√) denotes one point. As writing tasks become more complex, an explanation is also provided. The maximum amount of points that can be achieved by a single student is 90, (20 for Listening and 70 for Reading and Writing).

As a pilot project participant, keep a record of all positive and negative aspects of the **GENERAL WORK-BASED ASSESSMENT** and ORAL INTERVIEW. Include student reactions as well as your own. Ultimately, your students' and your input will impact how this assessment is used in the future.

Chicago Teachers' Center/Northeastern Illinois University
Amalgamated Clothing and Textile Workers Union
Worker Education Program

GENERAL WORK-BASED ASSESSMENT
Listening Script

I. LISTENING SECTION: Read the following phrases to the students two times.

1. "Please pass me the screwdriver."

2. "The quality control team will meet on December 13th"

3. "The department meeting will be on Thursday at 3:15."

4. "Will you get me part number SPE2018?"

5. "Smoking is permitted only in the lunch room."

6. "Forklifts are only to be operated by authorized personnel."

7. "You need to wear ear plugs when you go into that area because it's so noisy."

8. "Maria is not feeling well. She has to talk to her supervisor to tell him that she's sick and will not be able to work today."

9. " #1 - A worker takes product parts from the stock room."

   " #2 - Line leaders distribute assembly parts to workers."

   " #3 - Workers assemble the product on the line."

   " #4 - The packers put the finished product into boxes."

   " #5 - Shipping and handling workers tape and label the boxes before shipping orders to customers."

Name:_____ Date:_____

Name of Company:_____

Chicago Teachers' Center/Northeastern Illinois University
Amalgamated Clothing and Textile Workers Union
Worker Education Program

GENERAL WORK-BASED ASSESSMENT

I. LISTENING SECTION

A. Listen to the teacher and circle the correct item based on what you hear.

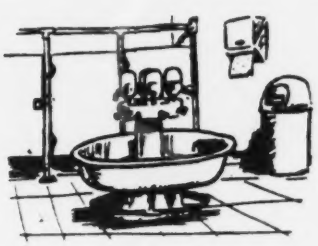
1.

2. A. December 13
   B. December 30
   C. September 13

3. A. Tuesday at 3:30
   B. Thursday at 3:15
   C. Tuesday at 3:50

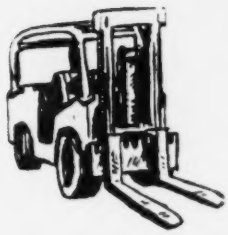
4. A. #SPI2018
   B. #SPE2017
   C. #SPE2018

5.



Listening Section Continued...

6.



7.

8.

B. Listen to each sentence and put the number under the correct picture.

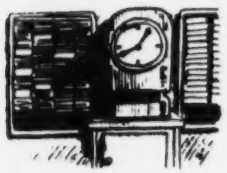
9.

_____ _____

1 _____ _____

II. READING AND WRITING SECTION

A. Draw a line from the picture on the left and right to the correct word or words in the middle.



hammer

fire extinguisher

Social Security

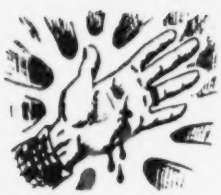
safety glasses

machine operator

cut hand

F.I.C.A.

time clock



break time

B. Read each statement and circle the correct picture.

1. He is a machine operator.

2. This employee is late for work.

3. They are working on the assembly line.

C. Circle the correct answer to the following questions or statements.

4. A sign says, "No one can punch in before 6:45 a.m." Can employees punch in at 6:30 a.m.?

   A. yes B. no

5. A memo says, "During the summer, the first shift will begin at 6:30 a.m. and end at 2:30 p.m. This change will take effect on Monday, June 5th and continue through August. Starting in September, the schedule will return to 7:30 a.m. to 3:30 p.m."

   5a. The first shift schedule is the same all year.

   A. True B. False

   5b. Javier works first shift. What time does he start work on Wednesday, June 7th?

   A. 7:30 a.m. B. 6:30 a.m. C. 2:30 p.m.

   5c. On September 13th the first shift will end at:

D. Read the following paycheck stub and answer the following questions.

Co. Code	Department	File No.	Clock# ID	Social Security No.	Name	Pay Period	Pay Date
RW	200	2195		333-20-1191	Jose Martin	ENDING 11/13/94	11/17/94

Hours/Units	Rate	Earnings	Type	Deduction	Type	Deduction	Type
3975	63000	25043	REG	492	UNION		

	Gross Pay	Federal Income Tax	Soc. Sec. Tax	Medicare Tax	State Income Tax	Local Income Tax	SUI/SDI	Net Pay
This Pay	25043	3014	1553	363	751			18870
YTD	1089887	130026	67671	15873	32682			

© 1992 Automatic Data Processing Inc

1. What's the person's name? _____

2. What's the social security number? _____

3. How much is deducted for federal taxes this pay period? _____

4. How much money did the employee receive after deductions? _____

5. How many total hours did the person work? _____

E. Fill out the following job application with your personal information.

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

PERSONAL INFORMATION

DATE _____

SOCIAL SECURITY NUMBER _____

NAME _____ (LAST / FIRST / MIDDLE) LAST

PRESENT ADDRESS _____ (STREET / CITY / STATE / ZIP)

PERMANENT ADDRESS _____ (STREET / CITY / STATE / ZIP)

PHONE NO _____ ARE YOU 18 YEARS OR OLDER? Yes ☐ No ☐

ARE YOU EITHER A U.S. CITIZEN OR AN ALIEN AUTHORIZED TO WORK IN THE UNITED STATES? Yes ☐ No ☐

F. Read and follow the directions below.

You want to take one week of vacation from Wednesday, February 8th through Tuesday, February 14th. Fill out the "Vacation Request" form for the company.

VACATION REQUEST

Department: _____

Shift: _____

Employee name: _____

Manager/Supervisor: _____

# of Days Taken: _____

From: _____ To: _____ Date Due Back: _____

Employee Signature: _____

Date: _____

G. **Look at the picture on the following page and fill out the Accident Report Form for the injured employee.**

ACCIDENT - INJURY REPORT

• **THIS SECTION TO BE COMPLETED BY EMPLOYEE:**

Employee: _____ Date of Accident: _____

Supervisor: _____ Company: _____

Time of Accident: _____ Department: _____

Witnesses: _____

Part of Body Injured (be specific): _____

Location of Accident: _____

Task Being Performed: _____

How Did Accident Occur? _____

_____

_____

_____

Employee Signature: _____ Date: _____

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CTC/ACTWU Worker Education Program

H. Read the company policy below. Then, write in the correct answers to the questions that follow.

ATTENDANCE POLICY

For each absence, you will receive one (1) point. If you are late or leave early without an excuse, you will receive one-half (1/2) point. If you accumulate three (3) points or more within a 12- MONTH PERIOD , the following schedule will apply.

Three (3) points .....You will be counseled.
Five (5) points ..... You will receive a written warning.
Eight (8) points ..... You will be suspended 2 days without pay.
Twelve (12) points ..... You will be terminated.

1. What happens if you are late without an excuse? _____

_____

2. If an employee receives 3 points in 5 months, what will happen? _____

_____

3. Mario is late for work 6 times in one year. What happens to him? _____

_____

Notice of Overtime
The Employer shall give reasonable notice to the employees and the appropriate Union representative of daily overtime. Where notice of overtime is given no later than the end of the shift three (3) working days before the overtime work is to be performed, employees will be expected to work the overtime unless a reasonable excuse is presented at the time of notification.

1. Who gives notice of overtime to Union representatives? _____

_____

2. How can a worker **not** be required to work overtime? _____

_____

Chicago Teachers' Center/Northeastern Illinois University
Amalgamated Clothing and Textile Workers Union
Worker Education Program

GENERAL WORK-BASED ASSESSMENT
III. ORAL INTERVIEW

Name: _____ Date: _____

Class/Site: _____ Examiner: _____

	0	1	2	3
1. What is your name?	/ /	/ /	/ /	
2. Please spell it.	/ /	/ /	/ /	
3. Where do you work?	/ /	/ /	/ /	
4. What is your position?	/ /	/ /	/ /	
5. What's your supervisor's name?	/ /	/ /	/ /	
6. What time do you start work at your job?	/ /	/ /	/ /	
7. How long have you worked here?	/ /	/ /	/ /	
8. Do you like your job? Why or why not?	/ /	/ /	/ /	/ /
9. What is this woman doing? (P #1)	/ /	/ /	/ /	/ /
10. This woman is sick. What does she say to her supervisor? (P #2)	/ /	/ /	/ /	/ /
11. This woman needs some information about her health insurance. What question could she ask? (P #3)	/ /	/ /	/ /	/ /
12. How is your work different from your supervisor's work?	/ /	/ /	/ /	/ /
13. Tell what happened in this picture. (P #4)	/ /	/ /	/ /	/ /
14. Do you think this is a problem? Why or why not? (P #5)	/ /	/ /	/ /	/ /

Score Summary: **TOTAL** _____ = ____ + ____ +

Chicago Teachers' Center/Northeastern Illinois University
Amalgamated Clothing the Textile Workers Union
Worker Education Program

General Work-Based Assessment • ORAL INTERVIEW
Picture Cue Book

P #1

P #1

P #2

P #3

145

146

P #4

P #5

(Choose one)

Chicago Teachers' Center/Northeastern Illinois University
Amalgamated Clothing and Textile Workers Union
Worker Education Program

GENERAL WORK-BASED ASSESSMENT
III. ORAL INTERVIEW

Name: _____ Date: _____

Class/Site: _____ Examiner: _____

	0	1	2	3
1. What is your name?	/ /	/ /	/ /	
2. Please spell it.	/ /	/ /	/ /	
3. Where do you work?	/ /	/ /	/ /	
4. What is your position?	/ /	/ /	/ /	
5. What's your supervisor's name?	/ /	/ /	/ /	
6. What time do you start work at your job?	/ /	/ /	/ /	
7. How long have you worked here?	/ /	/ /	/ /	
8. Do you like your job? Why or why not?	/ /	/ /	/ /	/ /
9. What is this woman doing? (P #1)	/ /	/ /	/ /	/ /
10. This woman is sick. What does she say to her supervisor? (P #2)	/ /	/ /	/ /	/ /
11. This woman needs some information about her health insurance. What question could she ask? (P #3)	/ /	/ /	/ /	/ /
12. How is your work different from your supervisor's work?	/ /	/ /	/ /	/ /
13. Tell what happened in this picture. (P #4)	/ /	/ /	/ /	/ /
14. Do you think this is a problem? Why or why not? (P #5)	/ /	/ /	/ /	/ /

Score Summary: **TOTAL** _____ = ____ + ____ + ____

Chicago Teachers' Center/Northeastern Illinois University
Amalgamated Clothing the Textile Workers Union
Worker Education Program

General Work-Based Assessment • ORAL INTERVIEW
Picture Cue Book

P #

P #1

P #2

P #5

(Choose one)

Appendix G

OMB No.: 1875-010
Expires: Nov. 30, 1997

LEARNER ENROLLMENT FORM

The United States Department of Education is concerned with protecting the privacy of individuals who participate in voluntary surveys. Your responses will be combined with those of other survey participants, and the answers you give will never be identified as yours. This survey is authorized by law (20 U.S.C. 1221e.1). You may skip questions you do not want to answer, however, we hope you will answer as many as you can. It is expected that this form will require approximately 20 minutes to complete. If you have any comments regarding the burden estimates or any other aspect of this collection of information, including suggestions for reducing the burden, please send them to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, DC 20503.

BEGIN HERE →

YOUR INSTRUCTOR WILL COMPLETE THESE QUESTIONS

↓

A. **Course Number:** _____ **Course Name:** _____

B. **Who completed this form?**

(MARK ONE BOX)

- ☐ The learner
- ☐ The learner, with assistance from instructor or project staff
- ☐ An instructor or project staff member with information provided by the learner
- ☐ Other (*Please Specify:* _____)

C. **Date Form Completed:**

|__|__| |__|__| 19 |__|__|
Month Day Year

LEARNER ENROLLMENT FORM

1. Name:

_____ _____
(Last) (First)

2. Social Security Number:*

|__|__|__|-|__|__|-|__|__|__|__|

3. Age:

|___|___| years old

4. Were you born in the United States?

- ☐ Yes
- ☐ No

5. Sex:

- ☐ Male
- ☐ Female

6. Are you of Spanish or Hispanic origin or descent?

- ☐ Yes
- ☐ No

7. Race:

(MARK ONE BOX)

- ☐ White
- ☐ Black (African American)
- ☐ Asian or Pacific Islander
- ☐ American Indian or Alaskan Native
- ☐ Other (*Please Specify:*

_____)

* Giving us your Social Security number is completely voluntary and there is no penalty for not disclosing it. It is needed so that any information obtained later gets correctly matched with the same individual, your identity will be removed from all records once the match is made. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 1221e-1).

8. **Is English the language that is spoken most often in your home?**

- ☐ Yes
- ☐ No

9. **How many years of school have you completed?**

(MARK ONE BOX IN BOTH COLUMNS)

In the United States:	In Any Other Country:
☐ No schooling	☐ No schooling
☐ 1-5 years	☐ 1-5 years
☐ 6-8 years	☐ 6-8 years
☐ 9 years	☐ 9 years
☐ 10 years	☐ 10 years
☐ 11 years	☐ 11 years
☐ 12 or more years	☐ 12 or more years

10. **Are you a union member?**

- ☐ Yes ⟶ **What is the name of your union?** _____
- ☐ No

11. **Please rate your ability to perform each of the following activities.**

(PLEASE MARK ONE RESPONSE FOR EVERY ACTIVITY)

	Poor	Fair	Good	Excellent
Read English	☐	☐	☐	☐
Understand English	☐	☐	☐	☐
Speak English	☐	☐	☐	☐
Write in English	☐	☐	☐	☐
Work as part of a team	☐	☐	☐	☐
Use math	☐	☐	☐	☐
Solve problems/use reasoning	☐	☐	☐	☐

12. **Do you have a job?**

☐ Yes, employed
☐ Yes, on temporary layoff
→ **GO TO NEXT PAGE**

☐ No, retired
☐ No, not employed
→ STOP

Thank you. You have completed this form. Please return it to your instructor.

INSTRUCTIONS:

Please answer questions 13-19 for the job that allows you to take this course.

13. **Name of company or employer:**

_____

|___|___|___|___|
(For project use only)

14. **Job title:** [For example, nursing assistant, housekeeper, construction worker.]

_____

15. **On average, how many hours per week do you work on this job?**

|___|___| Hours Per Week

16. **How much do you earn at this job?**

(WRITE AMOUNT AND MARK ONE BOX)

$ _____

☐ Per hour

☐ Per year

17. **Do you get any of the following at this job?**

(MARK ONE FOR EACH LINE)

	Yes	No
Paid vacation	☐	☐
Paid sick leave	☐	☐
Paid holidays	☐	☐
Health insurance	☐	☐

18. **How long have you worked at this job?**

|__|__| **and** |__|__|
Years Months

19. **At your job do you need to do any of the following?**

(MARK ONE FOR EACH LINE)

	Yes	No
Read instructions	☐	☐
Receive spoken instructions in English	☐	☐
Speak English	☐	☐
Work as part of a team	☐	☐
Write in English	☐	☐
Use math	☐	☐
Solve problems/use reasoning	☐	☐

20. **Do you work at more than one job?**

☐ Yes

☐ No

Thank you. You have completed this form. Please return it to your instructor.

Home Address: _____
(Street)

_____
(City) (State) (Zip Code)

Telephone: _____

Native Country: _____ Date of Birth: _____

Work Schedule: _____

_____

Núm. OMB: 1875-0105
Vencimiento: Nov. 30, 1997

FORMULARIO PARA INSCRIBIR AL APRENDIZ

(LEARNER ENROLLMENT FORM)

El Departamento de Educación de los Estados Unidos le interesa proteger la privacidad de las personas que participan en estudios voluntarias. Sus respuestas serán combinadas con las de otros participantes en el estudio, y sus respuestas nunca serán identificadas como las suyas. Este estudio se lleva a cabo bajo la autoridad concedida por la ley (20 U.S.C. 1221e.1). Ud. no tendrá que contestar ninguna pregunta que no desea contestar, sin embargo, nosotros esperamos que ud. contesta todas las que pueda. Este formulario tomará aproximadamente 20 minutos. Si tiene algún comentario acerca del estimado del esfuerzo que se toma en contestarlo, o acerca de cualquier otro aspecto de la recopilación de la información, incluyendo sugerencias para reducir el esfuerzo, envíelos al U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; y a la Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, DC 20503.

COMIENCE AQUÍ →

SU INSTRUCTOR COMPLETARÁ ESTAS PREGUNTAS

↓

A. **Número del Curso:** _____ **Nombre del Curso:** _____

B. **¿Quién completó este formulario?**

(MARQUE UNA DE LAS CASILLAS)

- ☐ El aprendiz
- ☐ El aprendiz, con la ayuda del instructor o del personal del proyecto
- ☐ Un instructor o uno de los miembros del personal del proyecto con la información provista por el aprendiz.
- ☐ Otra persona (*Por favor, especifique:* _____)

C. **Fecha en que se completó el formulario:**

|__|__| |__|__| 19 |__|__|
Mes Día Año

FORMULARIO PARA INSCRIBIR AL APRENDIZ

1. **Nombre:**

_____ (Apellido) _____ (Primer Nombre)

2. **Número de Seguro Social:***

|__|__|__|-|__|__|-|__|__|__|__|

3. **Edad:**

|___|___| años de edad

4. **¿Nació Ud. en los Estados Unidos?**

☐ Sí

☐ No

5. **Sexo:**

☐ Masculino

☐ Femenino

6. **¿Es Ud. de origen o descendencia española o hispana?**

☐ Sí

☐ No

7. **Raza:**

(MARQUE UNA DE LAS CASILLAS)

☐ Blanco

☐ Negro (Afro Americano)

☐ Asiático de las Islas del Pacífico

☐ Indio Americano o Nativo de Alaska

☐ Otro (*Por favor, Especifique:*

_____)

El Número de Seguro Social se indica voluntariamente y Ud. no será penalizado si no lo hubiera indicado. Lo necesitamos para que cualquier información que obtengamos en el futuro pueda ser comparada correctamente con la persona correspondiente; toda información que lo pueda identificar será eliminada de todos los documentos, después de haber hecho la comparación. La Sección 406 del General Education Provisions Act (20 USC 1221e.1) nos permite solicitar esta información.

8. **¿Es el inglés el idioma que se habla con más frecuencia en su hogar?**

- ☐ Sí
- ☐ No

9. **¿Cuántos años de educación ha completado?**

(MARQUE UNA CASILLA EN AMBAS COLUMNAS)

En los Estados Unidos:	En Cualquier Otro País:
☐ Ninguna educación	☐ Ninguna educación
☐ 1-5 años	☐ 1-5 años
☐ 6-8 años	☐ 6-8 años
☐ 9 años	☐ 9 años
☐ 10 años	☐ 10 años
☐ 11 años	☐ 11 años
☐ 12 años o más	☐ 12 años o más

10. **¿Es miembro de un sindicato?**

- ☐ Sí ——▸ **¿Cuál es el nombre de su sindicato?** _____
- ☐ No

11 **Por favor, clasifique su habilidad en cada una de las siguientes actividades.**

	(POR FAVOR, MARQUE UNA RESPUESTA PARA CADA ACTIVIDAD)			
	Pobre	Regular	Buena	Excelente
Leer inglés	☐	☐	☐	☐
Comprender inglés	☐	☐	☐	☐
Hablar inglés	☐	☐	☐	☐
Escribir en inglés	☐	☐	☐	☐
Trabajar como parte de un grupo (equipo)	☐	☐	☐	☐
Usar matemáticas	☐	☐	☐	☐
Resolver problemas/usar razonamiento .	☐	☐	☐	☐

12. **¿Está empleado?**

☐ Sí, empleado

☐ Sí, pero involuntariamente desempleado temporalmente (laid-off)

→ **GO TO NEXT PAGE**

☐ No, jubilado

☐ No, desempleado

→ STOP

Gracias. Ud. ha completado este formulario. Por favor, entréguelo a su instructor.

INSTRUCCIONES:

Por favor, conteste las preguntas 13-19 para el trabajo que le permite tomar este curso.

13. **Nombre de la compañía o del patrón:**

_____

|___|___|___|___|
(Para uso del proyecto solamente)

14. **Título de la posición:** [Por ejemplo, auxiliar de enfermeras, ama de llaves, trabajador de construcción.]

_____

15. **Como promedio, ¿cuántas horas por semana trabaja Ud. en este trabajo?**

|___|___| Horas Por Semana

16. **¿Cuánto gana Ud. en este trabajo?**

(ESCRIBA LA CANTIDAD Y MARQUE UNA DE LAS CASILLAS)

$ _____

☐ Por hora

☐ Anual

17. **¿Le ofrece este trabajo alguno de los siguientes?**

(MARQUE UNA RESPUESTA PARA CADA LÍNEA)

	Sí	No
Vacaciones pagadas	☐	☐
Indemnización (pago) si tuviera que ausentarse debido a una enfermedad	☐	☐
Días feriados pagados	☐	☐
Seguro médico	☐	☐

18. **¿Cuánto tiempo ha trabajado en este trabajo?**

|__|__| y |__|__|
Años Meses

19. **En su trabajo, ¿tiene Ud. que hacer alguno de los siguientes?**

(MARQUE UNA RESPUESTA PARA CADA LÍNEA)

	Sí	No
Leer instrucciones	☐	☐
Recibir instrucciones orales en inglés	☐	☐
Hablar inglés	☐	☐
Trabajar como parte de un grupo (equipo)	☐	☐
Escribir en inglés	☐	☐
Usar matemáticas	☐	☐
Resolver problemas/razonar	☐	☐

20. **¿Tiene Ud. más de un trabajo?**

☐ Sí

☐ No

Gracias. Ud. ha completado este formulario. Por favor, entréguelo a su instructor.

CTC/ACTWU WORKER EDUCATION PROGRAM
INDIVIDUAL EDUCATIONAL PLAN QUESTIONS

Please check all responses that apply.

1. Do you speak English at work? If yes, with whom:

supervisors	____	co-workers	____
personnel department	____	inspectors	____
maintanance workers	____	other:_____	____

2. Where else do you need to speak English?

at home	____	at the doctor or clinic	____
at government agencies	____	at my childs' school	____
other:_____	____		

3. Why do you want to take this class?

to improve my English	____
to get my GED	____
to prepare for college courses	____
to qualify for a job promotion	____
to prepare for a job training program	____
other:_____	____

4. What would you do, in addition to attending classes, to help you learn?

____ practice in the computer lab at Union hall

____ practice English with a more advanced student outside of class

____ attend conversation groups at Union hall on Saturdays

____ listen to English radio or television 1 hour every day

All responses are confidential and used solely by the CTC/ACTWU Worker Education Program.